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The Central Catholic High School

Its Development and Present Status

By

CARL J. RYAN, M.A.

A Dissertation

Submitted to the Faculty of Philosophy of the Catholic University of America in partial fulfillment of the requirements for the Degree of Doctor of Philosophy

Washington, D. C., 1927

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Introduction

PURPOSE OF THE STUDY. During the past few years attendance at Catholic secondary schools of all kinds has increased to an extent that has been almost phenomenal. Such schools have found themselves hard pressed to accommodate the increasing number of pupils that desire admittance, and the problem of supplying Catholic pupils with a secondary education under Catholic auspices is facing many bishops and priests throughout the country. The central Catholic high school has made its appearance as one solution of this problem. Up to the present time it had been known that a number of such schools were in existence, but beyond this very little information of a definite character was available. The study here presented was undertaken in order to ascertain the principal facts concerning the central Catholic high school in its present state of development.[1] The results are offered in the hope that they will be of some assistance to those who contemplate building schools of this type.

METHOD OF PROCEDURE. It was first necessary to secure the names of as many of these schools as possible. The Department of Education of the National Catholic Welfare Conference was able to supply information as to some schools definitely known to be central Catholic high schools. To this list was added others which might possibly come under this head, although their exact status was unknown. The Official Catholic Directory was likewise consulted.

The original list thus obtained comprised sixty-seven schools. To each a comprehensive questionnaire was sent. An inclosed letter explained the purpose of the study. A few weeks later another questionnaire and letter were sent to those schools from which a reply had not been received up to that time. Answers were received from forty-six schools. Forty reported they were central Catholic high schools, while six were not. Of the twenty-one not answering about half were known to be central high schools, as to the others nothing was known. Four of the forty central high schools did not fill out the questionnaire, the reason given in each case being that the school was in operation too short a time to give information of any value. One report came in too late to be classified. Thus there remained thirty-five reports and it is upon the data contained therein that this study has been based. A certain amount of information was obtained from other sources. School publications and the reports of superintendents

of schools were consulted. A rather extensive correspondence was carried on with certain schools in order to secure additional information upon some particular point. The writer also visited a number of these schools, especially the larger and more recently established ones.

MEANING OF THE TERM "CENTRAL CATHOLIC HIGH SCHOOL." Inasmuch as at the present time no precise meaning has been attached to the term "central Catholic high school," it will be necessary to explain its meaning as used in the present work. This will best be done by showing what schools have been classed under this heading and which ones omitted, and by explaining why they were included or excluded. It was the original intention to limit the term to free Catholic high schools, either endowed or built by the combined effort of two or more parishes. But hardly was the study begun when it was seen that these limits were too narrow. There were some schools which would certainly have to be classed as central Catholic high schools, although they were not free. Others would likewise have to be so classed, although they were not built by the combined action of two or more parishes. Hence it was seen that these two conditions could not be looked upon as essential.

As these schools differed widely in many respects it was necessary for the time being to disregard those features which seemed accidental in an endeavor to ascertain what was essential. As a result the following classification has been made. It is understood that in all cases the schools must be *senior Catholic high schools open to pupils from two or more parishes, and have been expressly declared, or at least commonly considered, by the Ordinary of the diocese, to be central high schools.* With this limitation the term includes:

1. Endowed schools.

2. Schools supported by the diocese or by two or more parishes. It is clear why the first two groups have been included, since it is schools of this kind that are most commonly understood by the term.

3. Schools conducted by a religious community and which have been allotted a definite territory by the Ordinary, and may be considered as the 'official' Catholic high school for that territory. This classification was made necessary by the situation in Chicago. A few years ago Cardinal Mundelein changed a number of academies into central Catholic high schools. If an elementary department had been attached to

the school it was abolished to make room for the high school pupils. Each school was alloted a definite territory, so that other Catholic high schools could not locate in that territory. In other respects these schools retained many of their former characteristics. Ordinarily each was conducted by one religious community and supported by tuition. They have been classed as central high schools since they have been declared by the Ordinary.

4. Schools which are connected with one parish, but draw pupils from the surrounding parishes and have been declared by the Ordinary to be central high schools for these parishes. Thruout the country there are many high schools connected with one parish but receiving pupils from other parishes. Most of them must be considered as purely parish high schools. They admit outside pupils only as an accommodation to those parishes having no high school of their own. Unless in each case such a school has been declared by the Ordinary to be a central high school it has been omitted from this group.

Under the term 'central Catholic high school' have been excluded:

1. Purely parochial schools.
2. Private schools and academies.
3. Schools connected with colleges.

It is evident why schools of the first two groups have been omitted. It will be necessary to explain why high schools connected with colleges have been excluded. There are quite a number of colleges which have high schools or preparatory departments connected with them. In some cases the relationship between the high school and the college seems to be very close; in others it is little more than nominal. Between these two extremes there is a certain amount of gradation, so that in particular cases it is at times hard to tell just what is the status of the high school. Among such high schools there are some that could really be classed as central high schools. For example, connected with Routt College, Jacksonville, Ill., is a high school. Both college and high school are free, endowed and draw pupils from more than one parish. A high school is likewise connected with Columbia College, Dubuque, Iowa. Both are supported by the diocese. In these two cases the high school departments could be classed as central high schools, since they serve this purpose in all respects. However, when an attempt was made to investigate a number of other cases where a high school is connected with a college, it was practically impos-

sible to determine the real status of the high school, or how to classify it. Hence it was thought best to exclude all such schools, although by so doing we have eliminated a few — possibly not over a half dozen — schools which otherwise should be considered as central high schools.

A distinction is sometimes made between central and sectional or regional high schools. Usage seems to imply that if there is but one such school in a community it is called a central high school; if two or more schools each is called a sectional or regional high school. In other cases the term is taken to mean that the school is located in the central part of the city. In the present work no such distinction is made between these terms. The same term is used whether it refers to a school centrally located or not, or whether there are one or more in the city. The reason for not making such a distinction is that, with one exception, the problems facing such schools are practically the same. In choosing a site for the school it will obviously make a difference whether it is to be the only one in the city or not. With this exception the problems confronting this type of school are so much alike that it was deemed unnecessary to make any further distinction.

In certain parts of the country the name academy is still applied to boys' schools. Several of these academies have been changed into central high schools, but the name academy has still been retained, and it is so used in the present work.

The classification of schools as used in this work has to some extent been arbitrary, and necessarily so, since the term "central Catholic high school" has no definitely accepted meaning. Hence, when confronted with a wide variety of methods in the establishment and operation of these schools, an endeavor was made to find out some common element running through all of them. This common element was found to be the effort of diocesan authorities to provide a secondary education by combining resources rather than by individual parish effort. In the light of the classification and explanation given above, it is now possible to give a definition of the term as used in the present work and applied to these schools in the present state of development. A central Catholic high school may be defined as a *senior high school, not connected with a college, which in the estimation of the Ordinary, represents an endeavor to provide a secondary education under Catholic auspices, either by means of endowment or by combining parochial or diocesan resources.*

[1]This survey was made in the spring of 1925 and represents conditions at that time. Various circumstances rendered impossible an earlier publication of results.

CHAPTER I

THE DEVELOPMENT OF THE CENTRAL CATHOLIC HIGH SCHOOL

IT is now over thirty-five years since the first central Catholic high school was opened. The present movement in favor of this type of school is the result of a development of sentiment extending over this period of time. In tracing this development, especial attention will be given to the archdiocese of Philadelphia, and this for two reasons. One is that Philadelphia is the home of the first central Catholic high school. The other reason is that after the opening of this school there can be traced in the reports of the superintendent of schools a persistent agitation for the erection of more schools of this type, which has since borne fruit.

The first central high school owes its existence, not to any plans formulated by diocesan school authorities, but to the foresight and charity of a devout Catholic layman — Thomas E. Cahill.[1] Mr. Cahill was always a practical Catholic and took an active interest in Catholic affairs. His great life purpose was not made known to his fellow men. When success and wealth afforded him an opportunity for leisure and travel, he did not accede to the wishes and urging of his friends that he enjoy the fruits of his labors. He told them in a general way that he had some project in mind, the fulfillment of which would require all the money he could make. No one surmised what this could be. After his death it was made known. His will directed that, aside from some minor bequests, his whole fortune should be devoted to the founding of a Catholic high school for boys, where boys could be trained for the practical pursuits of life without any menace to their highest practical interests, those of religion and piety.

The will was dated August 23, 1873, and it specified the scope and character of the school. It was designed for "the free education of boys over the age of eleven years living in the city of Philadelphia, in such educational courses and studies, other than those purely ecclesiastical in their nature, as will best qualify such boys for the ordinary pursuits of life." The will further directed that "preference in all cases as to the admission shall be given to the graduates of the parochial schools attached to the Roman Catholic churches in said city."[2] In case a number sufficient to fill the school did not apply, boys from the rest of the state of Pennsylvania were to be received. If a greater number apply than can be accommodated, the trustees have the power to regulate admission among those applying. The management is to be under the exclusive control of the Roman Catholic Bishop of Philadelphia; and he is to be president of the Board of Trustees. The members of the corporation are to be persons of good moral character and members of the Roman Catholic Church. The institution is to be named, "The Roman Catholic High School of Philadelphia."[3]

Mr. Cahill died in 1878. It was over a decade before the provisions of the will could be carried out. Ground was purchased at the N. E. corner of Broad and Vine streets, at a cost of $70,000. The building was erected at a cost of $200,000. The yearly income of interest from the remainder of the endowment amounts to over $30,000.[4] The building was dedicated by Archbishop Ryan, September 5, 1890. It is a three story structure of granite and white marble. The basement contains rooms for instruction in manual training and the mechanical arts. In the tower which surmounts the building is a revolving dome for the use of an astronomical telescope. Laboratories, mechanical drawing room and a chapel are included in the building. The faculty comprised, at the opening of the school, a president and vice-president, both of whom were priests, and eighteen lay instructors.

The high school problem for boys having been settled for the time being, the next step was in regard to a school for girls. About the year 1900 an inquiry revealed the fact that in most of the parish schools in Philadelphia the upper class-rooms contained usually three and sometimes four grades, the seventh, eighth, ninth and tenth.[5] They were in charge of one teacher. It was evident that efficient work could not be done under such circumstances. The proper solution would have been the establishment of a regular four year high school. This was not possible at the time. As an alternative it was suggested that certain schools be

picked out wherein one or more rooms be set aside for high school classes. The girls from the neighboring schools were to come to this school for their high school work. The course would be for two years.

It so happened that most of the teaching in the parochial schools was done by three different communities. As the schools taught by each community were more or less grouped together, it rendered the plan more feasible, since each community was asked to organize one of these high school centers. Community lines were to be respected, and each community was asked not to take children from a school taught by another community. At the beginning there were three centers, and a fourth was opened September, 1903. The tuition was free. The communities derived financial aid from a fund raised for that purpose, but the main part of the expense was borne by the communities. Each community determined the nature of the course and the character of instruction.

Rev. P. R. McDevitt, then superintendent of parochial schools for the archdiocese of Philadelphia, (now Bishop of Harrisburg,) prepared a paper on the subject of The Catholic Girls' High School, Philadelphia. It was read at the meeting of the Catholic Educational Association in Philadelphia, 1903. The high school centers were declared to be operating very successfully, and their advantages were summed up as follows:

> "1st. These two hundred and sixteen pupils are grouped together in four places, instead of being scattered in forty-five schools, and requiring the attention of a teacher who would besides be required to teach two or three lower grades.
>
> 2nd. The bringing together of the children from various parts of the city, has a broadening effect upon them, and is a gradual preparation for their life work. The sudden thrusting of young girls into various occupapations away from home, who have never known any other environment than that of their parish schools, is oft times to discover that they are ill able to withstand the special dangers that surround them.
>
> 3rd. The coming together of the four centers for monthly entertainments, closing exercises, etc., contributes to the strengthening of a social spirit among the Catholics of the city.

4th. Inter high school center competitions — e.g. in Christian doctrine — for a special prize offered by the Archbishop, stimulates a healthy rivalry.

5th. The establishment of these centers, unpretentious as they are is doing much to educate both pastors and people to the necessity and advantages of a real high school for girls."[6]

The report of the superintendent of schools for the year 1905-1906 again touches upon the necessity of a central high school for girls.

"The high school centers continue their encouraging work, graduating in 1906, after a two years course one hundred and seven girls. This number tells plainly the hearty acclaim that would greet a free Catholic high school, complete and efficient in every department."[7]

Two years later the superintendent's report once more stresses the necessity for such a school. Monsignor Henry, president of the Roman Catholic High School, writing on the subject says:

'While our secondary education, there given, is of a very high value, and while therefore it is pleasant for Catholics to know that it is progressing rapidly and favorably, there is nevertheless a growing sentiment in favor of Catholic high schools which like those of the public school system, shall be separated both from the parish school and college. An illustration of this kind of Catholic high school is furnished by the one founded in Philadelphia as a free school by Mr. Thomas E. Cahill. As it is not attached to any parish school (although it is wholly under the immediate control of diocesan authorities) it is a common center towards which many of the boys in the parish schools look for their higher education. Because of this fact the lower schools find in it a sanction for their prescribed course of study, a stimulus of comparison and competition. A healthy spirit of emulation or rivalry is thus begotten, which effectively forbids educational ruts or easy self satisfaction. It is obvious that these advantages will not be found in a high school which is merely local or parochial in character."[8]

The gradual developing sentiment for a central high school for girls at length bore fruit, and in the year 1908 it was announced that such a school would be built.

"One of the most notable educational events in our scholastic year was the formal declaration by His Grace the Most Reverend Archbishop that the permanent memorial of the centenary of the diocese would be a Catholic High School for Girls. The announcement that such a school would be established received striking confirmation when a devout Catholic lady came forward to offer the munificent gift of $100,000 towards the projected foundation. It was a happy and significent omen that the publication of the gift was on the very day of the centenary, 8 April, 1908."[9]

The girls' high school in Philadelphia was opened in 1912 and graduated its first class four years later. In the same year, 1916, a second central Catholic high school for boys was begun, known as The West Philadelphia Catholic High School. While a permanent building was in the course of construction sessions were held in the school building of the Transfiguration parish, beginning in October, 1916. The completion of this building met the educational needs of the boys of the west side of Philadelphia for only a short time. The growth in attendance was so rapid that in 1924 an annex was built to the original structure. As it now stands The West Philadelphia Catholic High School, so far as the writer is aware, is the largest central Catholic high school in the country. Besides about fifty class rooms, executive offices and usual laboratories, there is a large auditorium and also a gymnasium. An athletic field adjoins the building. The school will accommodate 1700 pupils.

The work being done in Philadelphia was early brought to the attention of the country. As mentioned previously a paper on this subject was read at the meeting of the Catholic Educational Association in Philadelphia in 1903. At this meeting a committee on high schools was appointed. Its purpose was to investigate the condition of Catholic secondary schools and suggest ways and means of establishing Catholic high schools. A report was submitted at the meeting of the Association the following year. One of the resolutions read: "In cities where there are several Catholic parishes there should be a central high school connected with the parochial schools of the several parishes." The next resolution read: "Under the foregoing plan of parish co-operation, the organization of a Catholic high school is deemed feasible in almost every city of considerable size in the country."[10]

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Two years later two central high schools, one for boys and one for girls were opened in the city of Grand Rapids. The following account was written by Rev. Robert W. Brown, formerly superintendent of schools:

> "Previous to the summer of 1906 five of the parishes attempted to give some secondary education. But we lacked teachers, laboratories, libraries and even the room in our own buildings; hence we could not teach the languages or sciences properly. As our difficulties were the same we conceived the idea of combining our forces. The suggestion met with a ready response from all the pastors of the city. The Rt. Rev. Bishop, ever alert to further every interest of Catholic education, called a meeting of the pastors who at once resolved to proceed to the establishment of a central Catholic high school. They constituted themselves a board under the presidency of the Rt. Rev. Bishop. It was found desirable to separate the sexes. The Sacred Heart Academy agreed to open its doors to admit the girls, while the Cathedral School promised to take the boys. Both schools are centrally located. Each pastor agreed to pay for the maintenance of the central schools a sum equivalent to what he had expended annually in an individually effort. This combination of resources has been most happy in its results. We have united the effort of four English speaking parishes, three Polish, one German, one Holland, one Lithuanian and one of mixed nationalities, all harmoniously co-operating for the common good of all . . The schools are entirely managed by the Board composed of pastors of the city."[11]

Leavenworth was the next diocese to establish the central high school. In 1908 such a school was begun in Kansas City, Kansas, by the Right Rev. Thomas F. Lillis, D.D. In the beginning it occupied rooms in St. Peter's parish school building. but in 1912, under Bishop Ward, a new building was erected. In 1909 a central high school was opened in the city of Leavenworth. A portion of the Cathedral School building was used for this purpose.[12] In 1911 the Catholic High School of Topeka was founded, as a central high school for Topeka. Thus by the year 1912 the diocese of Leavenworth had three central high schools. While they were rather small, they nevertheless represented an effort to solve the Catholic high school problem, not on parochial lines, but rather by combining resources.

The year 1909 saw the opening of central high schools in Hamilton, Ohio, and Fort Wayne, Indiana. Both were boys' schools. The following year St. Thomas High School, Rockford Illinois was begun as a central high school, while the same year a central high school for boys and another for girls were opened in Duluth.

The year 1911 saw a movement inaugurated in St. Louis which so far has resulted in the establishment of two large central high schools. This movement may be said to have had its inception with the formation of the Catholic High School Association of the Archdiocese of St. Louis. An incorporated body composed of priests and laymen, under the presidency of His Grace, Archbishop John J. Glennon, it has as its purpose the building and maintaining of non-tuition Catholic high schools.

In making known the plans, Rev. A. V. Garthoeffner, diocesan superintendent of schools said:

> "Our ideal, of course, will be separate, independent buildings, but at present we must content ourselves in establishing these high schools in some centrally located buildings until we have funds which will enable us to erect suitable public buildings . . "The high schools as we plan them now will be known as high schools centers. They will not be parish institutions and will not be controlled by the pastor of the parish where located, but by a board of directors. To show that they are diocesan institutions, some popular name equally applicable to the whole diocese will be applied to each. Probably these names will be the names of four former bishops and archbishops of St. Louis — Rosati, Kenrick, Ryan and Kain. These schools will be supported by the contributions of the Catholic people. It shall be our endeavor to create a fund for buildings needed and to have the work on a permanent basis as soon as possible."[13]

One of the schools opened in September, 1911 was Kenrick Catholic High School. In 1913 and again in 1917 the school had to seek larger quarters. On the occasion of Archbishop Glennon's Episcopal Silver Jubilee in 1922, Mrs. Katherine Mangan McBride announced the gift of two hundred and fifty thousand dollars for the purpose of erecting a Catholic high school for boys. This was to be a memorial to her husband who had died a few years before.

The building itself is of Carthage and Bedford stone. It contains about twenty-five class rooms and necessary auxiliary rooms. The capacity is 650 students. Besides appropriate laboratories there is a library, gymnasium and assembly room. The cafeteria, modernly equipped, will accommodate three hundred students seated at one time. For exterior beauty and choice of location this school is unsurpassed by any private or public school in St. Louis; while its interior arrangement and equipment meets all the demands for educational efficiency.

The other central high school in St. Louis is the Rosati-Kain Catholic Girls' High School, opened in 1911 but since established in a new and spacious building. The school is taught by Sisters, with a diocesan priest as principal.

An endowed high school was opened in 1914 in New York City. It is Regis High School, and is adjacent to the church of St. Ignatius Loyola. A member of the parish purchased the land, built, equipped and endowed the school. The courses offered are limited to the classical and scientific. The building can accomodate 1,400 pupils, and has an auditorium in which the entire student body can be assembled at one time. Tuition is free and the school is open to pupils from the various parishes. Since the number of applicants is naturally larger than the capacity of the school, only a portion of the number applying can be accepted. The school is thus able to maintain high academic standards. The school is conducted by members of the Jesuit Order.

In the year 1917 the second central high school in the archdiocese was opened. It is St. Peter's High School, Staten Island. Although connected with one parish it is intended to serve as a central high school for all Staten Island.[14]

The two central high schools in the city of Cleveland were opened in 1916. The Cathedral Latin School is for boys and is in charge of the Brothers of Mary. The other is the Girls' Catholic High School. A diocesan priest is principal and the teachers are recruited from four different communities of Sisters. The latter school had previously been in existence for a number of years, but in 1916 was changed into a central high school.

The year 1918 saw four more central high schools established. Two, one for boys and one for girls, were begun in Portland, Maine. The other two are located in Harrisburg, Penn. and Indianapolis, Ind. respectively. The latter is the first of

four central high schools to be established in the diocese. The others are located in Evansville, Washington and Vincennes. The school in Indianapolis is now housed in a temporary building. In 1924 one million dollars was raised by means of a two weeks campaign, and with this money a new building is to be erected.

The school in Evansville, the Reitz Memorial High School, is one of the finest in the country. In 1919 it was opened as the Boys' Catholic High School. At that time it was housed in two hitherto unused class rooms in Holy Trinity parish school. A few weeks later a school board was formed and it set about to create interest in the new project. By organizing clubs, promoting socials, and talking higher education, interest and enthusiasm were aroused until the time seemed propitious for a drive to secure funds for a new school building. One result of this movement was the awakening of a new community spirit which extended beyond parish confines and fostered a unity that readily lent itself to the furtherance of a community enterprise — such as central high school. Early in the year 1921 a ten-day campaign was carried on which netted over $100,000.

The following year Mr. Francis Joseph Reitz, a Catholic banker of Evansville, said he would build a modern high school for the Catholic boys of Evansville and vicinity. The result is a $900,000 high school, built in the Tudor-Gothic style of architecture, situated on a thirteen-acre plot of ground, in one of the residential sections of Evansville. It was dedicated New Years Day, 1925, on which occasion Right Reverend Bishop Chartrand presented Mr. Reitz with the insignia of Knight Commander of the Order of Pius IX, which honor was conferred by the Holy Father in recognition of his gift to the youth of Evansville.

Though the school was erected as a boys' school, its magnitude and equipment are such, that it was deemed advisable to use it also as a girls' school. As a result the second floor of the building contains the Girls' High School. Each school has its own faculty, the boys being taught by the Brothers of the Holy Cross, and the girls by the Sisters of Providence.

The accession of Bishop Walsh to the see of Trenton in 1918 was the beginning of a movement for central high schools in the diocese. At that time there were no such schools in the diocese; at the present time there are eight of them. Thy are all free schools. Most of them are the outgrowth of parish high schools and are connected with individual parishes, but each is the official central high school for the neighboring parishes.[15]

There are two central high schools in the diocese of Toledo. The first one to be opened is in the city of Toledo, and was begun in 1920. Up to the present time it has labored under the handicap of a temporary location and crowded quarters, but has achieved splendid results. Bishop Stritch has recently announced that a new million dollar building will be erected, which will be a model of its kind. The other school is in Tiffin. It was formerly a private academy conducted by the Ursuline Sisters, but has been changed into a central high school, with a diocesan priest as principal and the Ursuline Sisters as teachers. The school draws pupils from Tiffin and vicinity, and is financed by the parishes from which pupils come.[16]

A campaign which had for its object the securing of funds for the erection of two central high schools was conducted in the diocese of Altoona in the year 1922. The drive was successful and in three weeks time $230,000 was subscribed.[17] Work was immediately begun and carried to completion so rapidly that the schools were housed in the new buildings during the course of the school year 1922-1923. The two schools are located in the cities of Altoona and Johnstown respectively.

In 1923 Cardinal Mundelein began to change a number of academies and parochial high schools into central high schools. If the academies had elementary grades they were told to discontinue the grade and concentrate on high school work. If they were boarding schools they were changed into day schools. Some purely parish high schools were also changed into central high schools. Almost each year sees the number of central high schools in the archdiocese increase.

The movement for central high schools in the diocese of Providence began in the year of 1923 under the energetic leadership of Bishop Hickey. A campaign was launched for one million dollars. A total of about one hundred thousand contributors gave considerably more than the million dollars asked. As a result several of the finest central high schools in the country are to be found in the diocese of Providence. Boys' schools are already established in Providence, Pawtucket, Newport and Woonsocket. Attention is next to be given to girls' schools. Recently an estate was purchased in Newport which will soon be converted into a school for girls. La Salle Academy, Providence and De La Salle Academy, Newport, are now housed in new buildings and they are among the finest central high schools in the country.

A campaign to raise two million dollars for the erection of free Catholic high schools in the diocese of Brooklyn was carried on in 1922. The drive lasted two weeks and extended to every parish on Long Island. Each parish acted as a unit and there were no paid organizers, agents, managers or literature. The drive was highly successful. The first fruits of the campaign was the Bishop McDonnell Memorial High School, which was dedicated in the fall of 1926. For architectural beauty and completeness of equipment it is one of the finest Catholic high schools in the country.

In tracing the development of the central Catholic high school movement from its inception to the present time, it has been impossible to include every school. We have endeavored to pick out those dioceses in which there are two or more central high schools. At the present time it seems we are on the verge of a new era in central high school construction.[18] A number of dioceses have such schools under construction or definitely planned. The latest report of the superintendent of schools for Philadelphia says that two additional schools, each of 1500 pupil capacity, are now being erected and it is hoped that they will be ready for occupancy in September 1926. At the same time New York hopes to open its new two million dollar high school for girls. Plans now under way call for three such schools, two in Manhatten and one in the Bronx. Bishop Molloy of Brooklyn has announced that six central high schools will be opened in the fall. A girls' high school accomodating 1000 pupils will soon be opened in Waterbury, Conn. In Dayton, Ohio, a private academy had been changed into a central high school and will begin sessions in the fall. Pittsburgh is planning the construction of a boys' high school to cost approximately $600,000. These are but a few illustrations. Almost weekly the Catholic papers in one part of the country or another tell of plans for the establishment of such schools.

Probably the most important feature of the new high school movement is the changed point of view from which the problem is being approached. Apart from private schools of one sort or another, the Catholic high school grew out of the parish grade school, and was looked upon as a parochial affair. Now it is considered from the diocesan viewpoint. Even in those cases where control of the school is turned over to a particular community, the school still forms part of a definite diocesan plan. In this way the duplication of effort is avoided, and the result is larger and better equiped schools.

An event unique in the history of Catholic education was the survey carried out recently in Milwaukee, under the direction of the National Catholic Welfare Conference. The actual work, however, was done largely by members of the Department of Education of the Catholic University of America. The purpose of the survey was to ascertain the present status of Catholic secondary education, in all its phases, in the city of Milwaukee, so that plans may be laid for the construction of high schools for some years to come. It is perhaps too early to evaluate the benefits of this survey, but it appears to be the most intelligent way of attacking the problem. It should yield a maximum of education returns for the money and effort spent.

(1) Report of the Parish Schools of Philadelphia, 1910-1911, p. 24ff.
(2) Proceedings of The Catholic Educational Association, 1904, p. 60.
(3) Op. cit. p. 60-61.
(4) Op. cit. p. 61.
(5) Op. cit. 64ff.
(6) Op. cit. p. 66.
(7) Twelfth Annual Report of the Superintendent of Parish Schools, Philadelphia, 1905-1906, p. 18.
(8) Fourteenth Annual Report of the Superintendent of Parish Schools, Philadelphia, 1907-1908, p. 26.
(9) Op. cit. p. 18. The latest of these reports reveals the name of benefactress, who was Mrs. Mary E. Hallahan McMichen. Her first donation was followed from time to time by others. After her death the Cardinal ordered the name of the school changed to The John W. Hallahan Catholic Girls' High School, which is now its official title.
(10) Proceedings of The Catholic Educational Association, 1904, p. 40-41.
(11) Op. cit. 1911, p. 390-391.
(12) Report of the Diocesan School Board of Leavenworth, Kansas, August, 1915, p. 24-25.
(13) The Colonnade (McBride school paper) Dec. 22, 1924; Jan. 30, 1925.
(14) Tenth Annual Report of the Superintendent of Catholic Schools, New York, 1917, p. 16.
(15) Report of the Superintendent of Schools, Diocese of Trenton, 1918-1924, p. 7.
(16) Annual Report of Schools of the Diocese of Toledo, for the scholastic year 1921-1922, p. 7; also for year ending June 30, 1923, p. 14.
(17) Catholic Telegraph, March 9, 1922.
(18) This was written in the spring of 1926.

CHAPTER II

GENERAL FEATURES OF THE CENTRAL CATHOLIC HIGH SCHOOL

NUMBER OF SCHOOLS. As explained in the introduction, the initial investigation disclosed forty central high schools, although others were known that did not reply. This study is based on thirty-five of these forty schools. From time to time information was received concerning other schools that might possibly come under this head. In each case an inquiry was made. As a result we are able to list sixty-one central high schools that were in operation during the school year 1924-1925. While diligent effort was made to secure the names of as many of these schools as possible, we have no means of knowing whether or not this list is absolutely complete.

DISTRIBUTION ACCORDING TO DIOCESE. The distribution of these schools according to diocese is as follows:

Trenton	8	Rockford	2
Chicago	6	St. Louis	2
Indianapolis	4	Toledo	2
Providence	4	Albany	1
Leavenworth	3	Charleston	1
Philadelphia	3	Erie	1
Altoona	2	Harrisburg	1
Cincinnati	2	Helena	1
Cleveland	2	Los Angeles and San Diego	1
Duluth	2	Salt Lake City	1
Fort Wayne	2	Seattle	1
Grand Rapids	2	Syracuse	1
New York	2	Wheeling	1
Portland	2	Winona	1

KIND OF SCHOOLS. From now on the data include only the thirty-five schools upon which the study is based. Not all schools answered every question, hence many answers and statements are based on less than thirty-five replies. The division of schools into boys', girls' and mixed schools is shown in Table I:

TABLE I

Kind of schools

Boys'	Girls'	Mixed
13	7	15

In those schools where coeducation prevails there are different methods of handling the situation. In some, the boys and girls attend the same classes; in others, they are separated. In the latter case it is at times necessary to have some classes in common, but the plan as a whole calls for separate classes.

SIZE OF THE SCHOOLS. The size of the schools based on the number of pupils they can accomodate is shown in Table II:

TABLE II

Size of schools based on pupil capacity

Pupil Capacity	100 to 200	201 to 300	301 to 400	401 to 500	501 to 600	601 to 700	701 to 800	801 to 900	901 to 1000	1001 to 1100
Number of Schools	6	6	1	1	4	3	2	1	2	1

In addition to the above, one school has a capacity of seventeen hundred. So far as size is concerned, it will be noticed that most of the schools tend towards one of two main groups. Twelve have a capacity between one — and three hundred, which is rather small for central high schools. There are only two with a capacity between three — and five hundred. In the mediumly large group, five — to eight hundred, there are nine schools. The schools larger than this become fewer in number.

Table III gives the size of the schools based on attendance.

TABLE III

Size of schools, based on attendance

Pupils in Attendance	100 to 200	201 to 300	301 to 400	401 to 500	501 to 600	601 to 700	701 to 800	801 to 900	901 to 1000
Number of Schools	12	7	0	1	5	2	4	1	1

In addition to the above, one school has an enrollment of less than one hundred, but it was just beginning and had only the freshman class at the time the report was submitted. It will add a class each year until it has the complete four year course. Another school has an enrollment of thirteen hundred.

At a first glance there may seem to be a contradiction between the two tables. It will be noted that there are ten schools with an attendance between one — and two hundred, while there are only five schools with a capacity of the same size. An illustration will show how this is possible. One school has an enrollment of 150, and in the table based on attendance it will fall in the first group. Yet the school has a capacity of six hundred, and in the other table is classed in the sixth group.

Just as most of the schools would fall under one of two groups if measured by capacity to accomodate pupils, so too will they be similarly grouped if attendance be taken as the unit of measure. Nineteen have an attendance between one — and three hundred, one between three — and five hundred, and eleven between five hundred and eight hundred. Summing up the situation with regard to the size of the central high schools here studied, we may say that they tend to fall into one of two groups; the smaller having a capacity of one — to three hundred, and the fairly large ones accomodating between five — and eight hundred pupils.

SCHOOLS RUNNING TO CAPACITY. In order to determine the number of schools with capacity attendance it is necessary to know both the number of pupils the school can accomodate and actual number in attendance. Every school gave figures as to attendance, but some did not state the capacity. It is not known whether the attendance figures were taken from the enrollment

at the beginning of the school year or at the time the report was given, which was in the spring. Where the attendance equals the capacity it may be assumed that it represents the enrollment at the beginning of the year. Since allowance must be made in all schools for students dropping out during the course of the year, it may further be assumed that the school is running to capacity if the attendance is as high as ninety-five per cent of the number that can be accomodated. This percentage is, of course, only an arbitrary standard, but if it is erroneous it is rather in being placed too high than too low. Accepting this figure, we see that from Table IV ten schools (those marked with an asterisk*) are running to capacity. Two that did not state their capacity are known to the writer to be accomodating all they can handle. They are marked with an x. In the table the left hand column gives the capacity, when this is known, the right hand, the actual enrollment.

TABLE IV

Capacity of schools (if known) and actual attendance

Cap.	Att.	Cap.	Att.	Cap.	Att.	Cap.	Att.
200	60	168	156	.....	.....	650	630*
300	91	240	180	300	295*	x	644*
200	108	.....	187	600	295	1100	710
350	110	300	200	500	500*	900	730
.....	124	208	208*	650	517	750	750*
.....	133	220	213*	.....	550	1000	750
150	145*	200	215*	600	560	1000	859
600	150	300	226	700	568	1700	950
.....	155	550	235	800	600	x	1300*

The data on attendance in relation to capacity may be presented in a different manner, as follows:

Attendance between 25 and 50% of capacity ..... 6 schools
Attendance between 50 and 75% of capacity ..... 3 schools
Attendance between 75 and 95% of capacity .....11 schools
Capacity attendance .....10 schools

With regard to these figures a few observations may be made. Some of these schools are comparatively new and were built to take care of probable needs for some time to come, and are not

filled at the present time. Furthermore, the attendance in most of the central Catholic high schools is increasing so rapidly that by the time these figures are read, they will to some extent be inaccurate. For example, one school opened last year with the first three classes and an enrollment of 750 pupils. It expected to add the senior year in the following fall and to have an attendance of one thousand — its capacity. Hence the figures here presented represent conditions as they were at the time this survey was made (in the spring of 1925) and would need some revision if they were to be accurate by the time they appear in print.

NUMBER OF PARISHES FROM WHICH THE SCHOOLS DRAW PUPILS. Table V shows the number of parishes from which the various schools receive pupils. The parishes are grouped in intervals of five, and are shown in the upper row of figures; the lower, show the number of schools in each group.

TABLE V

The number of parishes from which the schools draw pupils

Parishes.....	1–5	6–10	11–15	16–20	21–25	26–30
Schools.....	3	5	7	2	1	2

In addition to these there are six other schools drawing pupils from more than thirty parishes, the numbers being 40, 60, 62, 75, and 90. In those cases where the pupils come from a large number of parishes, there are other schools whose student body is recruited from the same territory. In some cases where private academies were changed into central high schools the pupils still come from a large number of parishes. Providence High School, Chicago, Ill., draws from forty parishes and Alverina High School, Chicago, Ill., from twenty-five parishes. Both were formerly private academies.

The school with an enrollment representing the largest number of parishes — ninety — is the William Cullen McBride High School, St. Louis, Mo. Most of the others that gave information on this subject draw from fifteen or less parishes. In this latter group are found practically all those schools which were built by the combined action of a number of parishes, in contra-dis-

tinction to those that formerly existed as private schools and were changed into central high schools.

PERCENTAGE OF PUPILS IN CENTRAL HIGH SCHOOLS. In some places the central high school is the only Catholic high school in the community. In other places there are in addition to the central high school, other Catholic high schools or academies. Table VI shows to what extent the pupils attend the various types of schools. Eighteen schools give information on this point. These data are not based on any survey, but are the estimates furnished by the principals of the central high schools. In the table the number in each case means per cent. The first column indicates whether the school is free or not; the free schools have been placed first:

TABLE VI

Percentage of pupils in attendance at various types of high schools

	Central Catholic	Other Catholic	Public School
Free	95%	3%	2%
Free	95	..	5
Free	95	..	5
Free	90	2	8
Free	80	..	..
Free	75	10	15
Free	75	..	25
Free	66	..	33
Free	50*	40	10
Free	40	50	10
Free	25*	50	25
Tuition	98	..	2
Tuition	95	..	5
Tuition	90	..	10
Tuition	90	..	10
Tuition	90	..	10
Tuition	75	..	25
Tuition	66	..	33

*These schools are running to capacity so that many children are forced to go to other schools.

SUGGESTED PROBLEMS. In regard to the attendance of pupils at the central Catholic high school several questions arise that might well be further investigated. The first one is whether or not more pupils will go to the central high school in preference

to other types of Catholic high schools. In other words: does the central high school increase the number of pupils in Catholic high schools? The experience of a number of individual schools indicates that it does; nevertheless, it would be highly desirable to have accurate information based on a large number of cases.

Another question may be proposed: Do free schools draw more pupils than tuition schools? An apriori answer would seem clearly in the affirmative. In the present study, figures based on a very limited number of cases, four free and seven tuition schools, show that it practically makes no difference. In fact the tuition schools have a little higher percentage of attendance. However, a definite and reliable answer cannot be given until more extensive data are available.

THE COST OF MAINTENANCE. Sixteen schools furnished data on the cost of maintaining the school. The cost of educating a pupil was not indicated in the various reports. The latter gave the total cost of maintaining the school for one year, together with the number of pupils enrolled. The writer then divided the total cost of maintenance by the number of pupils enrolled and thus obtained the cost of educating each pupil. In estimating the cost of public school education the number of pupils is usually based on the average daily attendance. This raises the average cost somewhat, since the attendance is always a little less than the enrollment. In regard to the schools studied in this survey, the average daily attendance was not known, hence it was necessary to use figures for enrollment as the basis for calculation. In making comparisons between the cost of educating a pupil in the two systems, it should be borne in mind that if the same method had been employed in the public school computations, the average cost for their schools would be a little less.

In regard to the central Catholic high schools, the financial data given in Table VII are presumably for the year 1923-1924, since they were submitted during the course of the following school year. The figures are approximate and not absolutely accurate. The fact that they are given in round numbers would suggest this much. In calculating the percentage and the cost per pupil the amounts are kept in round numbers. When the percentage or cents amounted to fifty or more the unit was added, otherwise it was dropped.

Although it was not definitely stated in the reports, it may safely be assumed that the cost of maintenance represents current expenses only, and does not make allowance for initial outlay

for buildings and site, nor for permanent additions to the plant, such, for example, as the construction of an addition to the building. The reason this assumption may be made is that it requires a rather elaborate technique and expert knowledge to calculate the total cost of maintaining a school, if all factors are taken into consideration. We may say without fear or error that with one exception, such was not done in any of the present cases. In one case the total cost of educating a pupil was given. It included capital outlay and current expenses. The total amount was approximately $87.00, per pupil or about twice as much as for current expenses. Incidentally, when public school figures are given as to the cost of educating a pupil, unless otherwise stated, they are based on current expenditures only, and not on capital outlay plus current expenses.

The sixteen schools here considered probably represent a fair sampling of the central Catholic high schools throughout the country. They are a little less than half the total number on which this survey is based. There is a wide range in the size of the schools, from an attendance of less than a hundred to more than seven hundred pupils. Boys', girls' and mixed schools are included. The geographical distribution is such that a large portion of the country is represented.

TABLE VII

Cost per pupil in sixteen central Catholic high schools

	I Pupils	II Kind	III Teachers	IV Maintenance	V Salaries	VI %	VII Cost per Pupil		
Charleston ...	91	Mixed	9	$ 4,000	$ 2,400	60	$44		
Winona.....	108	Boys	7	6,000	3,300	55	55		
Topeka.....	155	Mixed	7	3,000	1,600	53	19		
Wheeling.....	156	Boys	8	7,500	5,000	67	48		
Utica.....	180	Boys	7	6,500	4,900	75	36		
Duluth.....	200	Boys	9	10,000	3,700	37	50	$41	
Cleveland....	208	Girls	8	5,000	3,200	64	24		
Ft. Wayne ...	226	Boys	8	9,000	3,250	36	40		$40
Johnstown ...	235	Mixed	11	10,000	5,600	56	42		
Evansville....	295	Mixed	11	15,000	6,000	40	50		
Chicago.....	500	Girls	18	20,000	8,450	42	40		
St. Louis.....	517	Boys	17	15,000	8,500	57	29		
Indianapolis..	560	Boys	19	20,000	9,500	48	36		
Cincinnati....	568	Mixed	20	27,000	15,800	59	47	$38	
Los Angeles ..	600	Girls	25	20,000	15,350	77	33		
Providence...	710	Boys	23	30,274	21,782	72	42		

Explanation of table. The schools are arranged according to the number of pupils enrolled. The fourth column gives the total cost, based on current expenses of maintaining the school for one year. This includes teachers' salaries. The fifth column gives the teachers' salaries as a separate item. The sixth column indicates what per cent of the total cost of maintaining the school is for teachers' salaries. The last column shows the average cost of educating a pupil for one year. The large bracket gives the average cost of educating a pupil, based on the entire sixteen schools. The inner brackets show the cost of educating a pupil in two groups, the first including the first ten schools and the second, the last six schools. The reason for this division is explained elsewhere.

A study of the data presented in Table VII will reveal some interesting facts.

1. It costs on an average forty dollars to educate a pupil for one year in the sixteen central Catholic high schools here considered. This is shown by the outside bracket.

2. Studies in the financing of public schools shows that very often the cost of educating a pupil tends to vary inversely with the size of the school; that is to say, the larger the school, the lower the cost, and vice versa.[1] Does this cost vary in the same manner in the central Catholic high school? In the table here given the schools are arranged according to size, based on enrollment, from the smallest to the largest. If in every case the cost varied inversely with the size, then in the last column there should be a steady decrease in the cost per pupil. A glance at the table will show that such is not the case. In explanation of this fact several things must be observed. Enrollment is not an absolutely accurate indication of the size of the school; some with a small enrollment have class rooms and a faculty capable of handling a larger number of pupils. Under such circumstances a larger student body, while adding little to the cost of maintenance, would lower the average cost for each pupil. Furthermore, the kind of courses offered have a bearing on the cost. In the larger schools a wider variety of subjects is presented. This will increase the cost, especially if vocational courses are included. Finally, the larger schools are as a rule better equipped in the matter of a gymnasium, auditorium and laboratories.

While it is true that in individual cases the cost does not vary inversely with enrollment, yet if we take the schools by groups the cost is somewhat lower for the larger schools. The

sixteen schools may readily be divided into two groups, based on size. The first ten each have an enrollment of less than three hundred, which is rather small for central high schools. The last six each have five hundred or more pupils. The average cost of educating a pupil in the schools of the first group is forty-one dollars; in the second it is thirty-eight dollars. These figures are indicated by the two inner brackets. Therefore, considering the groups as a whole, the cost per pupil is somewhat lesser for the larger schools.

3. In public schools the cost of educating a pupil varies widely from one locality to another.[2] This is also true for the central Catholic high schools, the range being from nineteen dollars per pupil, in Topeka, to fifty-five dollars in Winona. The question naturally arises: why this great difference? In the first place it is worth recording that this difference is no greater proportionally than is found in the public schools.

To account for these differences, whether in public or Catholic schools, many factors must be taken into consideration, such as courses offered, size of school, salaries paid, local economic conditions and attitude of the people toward education. These, however, cannot be discussed at the present time. With regard to the extremes in the central Catholic high schools, a partial explanation may be offered. The school showing the lowest cost is Cathedral High School, Topeka, Kan. Here the pupils go to the public high school for manual training and domestic science, where, of course, the teachers' salaries are paid by the city. Incidentally, this is the only central high school included in this study wherein this arrangement exists. There are seven teachers in the school proper, three of whom are diocesan priests who teach without a salary. Thus there remain but four teachers to be paid.

The school having the highest cost, per pupil, is Cotter High School, Winona, Minnesota. This is a school for boys only, and the cost per pupil in boys' schools is generally higher than for girls' schools. Furthermore, this school has an enrollment of 108, but is able to accomodate two hundred pupils. It has a faculty of seven teachers, which number should be able to take care of an increased number of students without adding much to the annual cost of maintenance. This would lower the average cost for each pupil.

4. There is a difference in the annual per pupil cost in boys', girls' and mixed schools as follows:

Boys' $42	Mixed $40	Girls' $32

The difference of ten dollars between the cost per pupil in the boys' and girls' schools is due for one thing to the difference in the salaries paid to the Brothers and Sisters, the former are on the average higher.

TEACHERS SALARIES. A number of schools stated the salaries paid to the teachers. This is shown in Table VIII.

TABLE VIII

Showing teachers' salaries in central Catholic high schools

Brothers

Amount	$45	$50	$58	$60	$66	$75
Persons	5	49	11	19	6	7
Schools	1	5	2	1	1	1

Sisters

Amount	$35	$40	$45	$50	$55	
Persons	45	71	11	5	9	
Schools	4	7	1	1	1	

Laymen*

Amount	$80	$120	$125	$150	$160	
Persons	2	2	3	1	8	
Schools	2	1	1	1	1	

Laywomen*

Amount	$60	$80	$100	$150		
Persons	1	1	4	2		
Schools	1	1	2	1		

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*It is not known how many lay teachers are part time and how many full time teachers, which, of course, would have a bearing on the salaries paid them.

The figures in the first row indicate the amount paid per month; the second shows the number of persons receiving this amount; the lower line gives the number of schools in which this salary prevails.

COMPARATIVE COSTS. Knowing the approximate cost of educating a pupil in the central Catholic high schools, an attempt was made to learn the cost, per pupil, in the public high schools located in the same cities. The results are given in Table IX. Unless otherwise indicated, the cost for public schools in any particular city was obtained from the superintendent of schools, by means of a letter. In some cases the superintendent sent a copy of the official report, from which the information was gleaned. When this occurred it is stated in a footnote.

TABLE IX

Annual cost of educating a pupil in the central Catholic high school and in the public high schools of the same city.

City	C. C. H. S.	Public Schools
Charleston, S. C.	$44	$ 70.13 104.87
Winona, Minn.	55	103.91*
Topeka, Kans.	19	92.40
Wheeling, W. Va.	48	146.28*
Utica, N. Y.	36	114.56[1]
Duluth, Minn.	50	103.97
Cleveland, O.	24	162.94
Ft. Wayne, Ind.	40	150.00
Johnstown, Pa.	42	148.07*
Evansville, Ind.	50	99.00 106.60 73.57
Chicago, Ill.	40	145.60
St. Louis, Mo.	29	163.13[2]
Indianapolis, Ind.	36	199.97
Cincinnati, O.	47	148.43*
Los Angeles, Cal.	33	177.64
Providence, R. I.	42	156.21*

The public school figures are, with one exception, for the school year 1923-1924 or 1924-1925. The exception is Wheeling, W. Va., in which case the figures are for the year 1921-1922.

In regard to the public school figures, if only one is given, it is the average for all the high schools in the city; in case two or three figures are given each is for a particular school.

*The figures were obtained from Dr. Frank M. Phillips, Chief, Division of Statistics, United States Bureau of Education.

(1) Annual Report of Public Schools of Utica, New York, 1924-1925, p. 12.
(2) Report of Auditor, Board of Education of the City of St. Louis, 1924-1925, p. 47.

In regard to the comparative cost between Catholic and public schools there are several things that must be kept in mind.

1. The figures for the public schools are more accurate, since they are the result of a more careful study. Those for the Catholic schools are in some cases approximate estimates. If not absolutely accurate, they are close enough to enable us to form some idea of the difference in the cost of educating pupils in the two systems.

2. The cost for the public schools includes technical and trade schools, where such exist, and as these are more expensive, it naturally raises the average cost. There are no technical or trade schools included in the central Catholic high schools here studied, although in some of them vocational subjects, such as manual training and domestic science, are given.

3. It may be well to recall what was said above in regard to the method of calculating the cost per pupil. It is based on total current expenditures in both cases. In the public schools the number of pupils was taken from the average daily attendance. In the Catholic schools, this was not known, hence enrollment was used as the basis for computation. Had the cost for the Catholic schools been figured on the average daily attendance, it would be a little higher than it is now.

ARE WE SPENDING ENOUGH? The relatively low cost of educating a pupil in the central Catholic high schools suggests several questions. The first one is this: is enough money being spent by the various schools to enable them to give the pupils a good education? This question cannot be answered definitely for each individual school since it would require a more accurate knowledge of conditions in the various schools than was obtained

in this survey. An estimate of the quality of work done may be had indirectly from the fact that thirty-one out of thirty-five schools are fully accredited. This means that they are maintaining certain standards which are laid down by accrediting agencies, and that the courses must, on the whole, be as good as those in the average accredited high school — whether public or private. It is only reasonable to suppose that in those schools where the cost per pupil is considerably below the average, and for which there is no obvious explanation, better facilities could be offered if the amount spent on the school was increased.

(1) There are many exceptions to this statement. In New York State the cost per pupil was found to be least in schools with an enrollment between 250 and 300 pupils. After that the cost arose with the size of the school. (The Cost and Support of Secondary Schools in the State of New York, p. 63.) In explanation, the report stated that it was due to the fact that "the school is presenting an ambitious program with many subjects offered for election, causing small classes and a greater relative expenditure upon the high school than otherwise would be the case." (op. cit. p. 69.) Hence the statement that the cost varies inversely with the size of the school is true only on the assumption that the same courses are offered in the respective schools, and then there are many exceptions to this general rule.

(2) In California the range is from $122 to $579 per pupil. (The Cost of Education in California, p. 172.)
In Illinois it ranges from $101 to $534 per pupil. (The Political Unit of Public School Finance in Illinois, p. 106.)
In New York State it is from $67.94 to $331.91 per pupil. (The Cost and Support of Secondary Schools in the State of New York, p. 17.)
The cost of public education in California is higher than for any other state in the Union. This is due to the fact that the buildings and equipment are very elaborate, having been constructed rather recently and at a time when educational costs throughout the country are mounting.

CHAPTER III

METHODS OF FINANCING THE SCHOOL

In a discussion of the methods used to finance the central Catholic high school a distinction must be made between the means used first, to finance the *erection of the building* and secondly, the *maintenance* of the school. This distinction is based upon a practice which actually exists. We shall now consider the construction of the buildings, including under this head the purchase of a site and necessary equipment for the building.

THE CONSTRUCTION OF THE BUILDING

In several cases it was not necessary to purchase a site since it was already had or was secured as a donation. In approximately ten instances the erection of a new building was not required, as one was used which was formerly a parish school or private academy. Here we are dealing with those situations where money had to be raised for the specific purpose of erecting a building for a central Catholic high school.

The first thing to be noted is that there was such a wide variety and combination of different methods, that only by allowing for much overlapping, was it possible to classify them under a few headings. Bearing in mind that in any particular case more than one method may have been used, a classification may be made as represented in the following scheme:

1. Obligation assumed by a religious community.
2. Drive, either by { paid solicitors / volunteer workers }
3. Assessment of parishes, based on { number of persons or families / number of pupils in the grades / income of parish }

1. OBLIGATION ASSUMED BY A RELIGIOUS COMMUNITY. The operation of some of these schools was turned over to a particular religious community. The community assumed the obligation of building the school and was in turn given complete administrative control. The building was erected out of community funds, and if these were insufficient, as was usually the case, other means were resorted to in order to make up the deficit. Such, for example, was the method employed by Mercy High School, Chicago, Ill. Five parish high schools formerly conducted by the Sisters of Mercy were consolidated into one school. The Sisters assumed financial responsibility, and together with the money they were able to put into work, secured additional funds by means of a campaign carried on by volunteer workers.

2. THE DRIVE. When a number of parishes combined to build a central high school a board of trustees was usually chosen, consisting of the pastors or other representatives of the parishes interested. In order to raise the necessary money one method employed was the drive or campaign. It was conducted either by paid organizers or volunteer workers. The paid organizers were professionals who made a business of conducting money-raising campaigns. Of the thirty-five schools included in this survey only two reported as having used this method. On the other hand there were ten instances in which the drive was conducted by volunteer workers — the pastors and members of the various parishes.

3. ASSESSMENT OF THE PARISHES. Instead of a general drive which included a given territory or the entire city, another procedure was to assess each parish. This occurred in ten cases. The basis of such an assessment was the number of persons or families in the parish; the number of pupils in the grades; or finally the parish income. In order to meet this obligation some parishes took the money from the ordinary revenue or treasury, while others raised their quota by conducting a drive within the parish itself.

Up to the present, no one method seems to have proved itself so decidedly superior to the others as to warrant its universal adoption. What may succeed in one place may fail in another. Each has been used successfully at one time or another; yet there are features in each one, to which some persons will object.

Among the reports submitted only one had any recommendation to make on this point. Rev. B. S. Kelly, President of the School Board, Leavenworth, Kansas, wrote:

> "The organization of the central high school is the only logical way of securing efficiency. When organized for construction, assessment of the parishes according to the number of pupils in the grade school is to be recommended. The same to be made by the Bishop of the Diocese."

In regard to the drive when conducted by paid organizers, this observation may be made. It was used by two schools. One reported as being satisfied with results, the other offered no comment. Another school, not included in this survey, likewise used this method. The principal of this school told the writer that had they to do it again they would not have engaged paid solicitors. The people felt that the money could have been raised just as well by volunteer workers, and the percentage taken by the professionals — not a small sum — was an unnecessary loss. Furthermore, quite a few persons resented the idea of importing such solicitors and withheld contributions until after they had departed.

In order to illustrate by a concrete example how the building of one school was financed, the plan used at Elder High School, Cincinnati, Ohio, is given. The following account was furnished by Rev. William Schmitt, principal of the school, who said that the plan had many good points to it:

> "When the matter of financing the building of Elder High School came up, it was decided after some investigation, to float a bond issue of whatever amount was necessary to put up the building. The architect's estimate of $200,000 was used as a basis. Eleven parishes of the Price Hill district agreed to unite in the building and maintaining of Elder High School. The following quota was arranged on a basis of $55 per family, approximately:

PARISH	FAMILIES	QUOTA
St. Lawrence	1000	$55,000
Holy Family	800	42,000
St. William	400	22,000
Blessed Sacrament	400	22,000
St. Michael	300	16,500
Resurrection	200	11,000
Our Lady of Perpetual Help	200	11,000
St. Theresa	150	8,250
St. Aloysius	125	6,875
Our Lady of Victory	100	5,500
St. Vincent	75	4,125
	3,750	$204,250

The quota assignment, which was for the *building* only, was submitted to the Archbishop and by personal letter he authorized each pastor to assume the above liability for his parish. The Cosmopolitan Bank agreed to handle the bond issue and to pay out interest semi-annually. The bond issue consisted of even values of $500, $100, $50 and $25 bonds that would mature serially $10,000 every year, from 1922 to 1942. They bore interest at 5% payable semi-annually, and interest coupons were attached to each bond.

The bonds were sold among the parishioners, some parishes adopting the deferred payment plan. Within a month $150,000 were sold and the remaining amount was withheld, as the money was not needed at the time. Since then all bonds have been disposed of and $30,000 has been redeemed when due. By terms expressed on the bond, each parish obligated itself to its quota of interest and sinking fund. The annual sinking fund was one-twentieth of the original assessment, payable April first. The interest was 5% on the assessment less what had been redeemed by the annual sinking fund. The sinking fund remains ever at one-twentieth of the original amount, but the interest decreases every year. This capital investment amounted to $42 per pupil this year. (1924-1925.)

For *maintenance*, a budget was prepared and each parish was assessed at the rate of $5 per family. This produced last year $18,750. This amount, together with

other sources of revenue, as the Annual, athletics, dramatics, etc., gave us sufficient to run the school at $42 per pupil.[1] No tuition is charged, except in the case of a few outside pupils, who are not from the eleven parishes. An athletic fee of $2 is charged and a locker fee of 50 cents. Books are bought by the pupil."

THE MAINTENANCE OF THE SCHOOL

The different methods used to finance the maintenance of the school depend primarily upon whether the school has an endowment or not, and also upon whether it charges tuition or is free.

ENDOWMENT. Three schools have an endowment. As mentioned previously the Roman Catholic High School, Philadelphia, was fully endowed by Mr. Thomas Cahill. The William Cullen McBride High School, St. Louis, has an endowment of $150,000 for the maintenance of the building. The Bishop England High School, Charleston, S. C., is also partially endowed.

TUITION SCHOOLS. Eighteen of the thirty-five schools charge tuition. The range of tuition is shown in the following table. The upper figure shows the amount paid per month, and the lower, the number of schools in which this rate prevails.

TABLE X

Tuition charge per month

Amount.....	$2.00	$2.50	$2.75	$3.00	$3.50	$4.00	$5.00	$6.00	$7.50
Schools	2	2	1	1	2	2	3	3	2

It will be noted that one-third of the schools here represented charge a tuition fee of three dollars or less per month, while two-thirds charge more than three dollars. The question naturally arises, are the schools operating on the lower tuition basis able to maintain themselves depending only upon tuition? The answer is that in most cases they are not. The income received from this source must be supplemented by other means. Entertainments and social affairs are given. Art and music classes are additional sources of revenue. In one case the parishes are assessed in order to make up the deficit. In another help is received from the Daughters of America.

FREE SCHOOLS. In seventeen of the thirty-five schools tuition is free. For the support of the school the method employed in a majority of the cases is to levy an assessment upon the parishes. Several reports did not state the basis upon which this assessment was made, in the others this information was given. The basis of assessments, together with the number of schools in which each method is used, is as follows:

BASIS	SCHOOLS
Number of pupils the parish sends to the central high school	4
Number of families or persons in the parish	3
Parish income	2
Parish expenses	1

Eight free schools charge tuition to outsiders, that is, to those who come from parishes which do not contribute directly to the support of the school. The tuition is usually paid by the parish sending the pupil. The amount of tuition charged to outsiders is shown below. Where some reports gave the amount per year, this was changed for the sake of uniformity, to the amount per month. It was assumed that they pay for ten months of the year. Seven of the eight schools gave this information:

TABLE XI

Tuition charged to outsiders

Amount	$2.00	$3.00	$4.00	$4.50
Schools	4	1	1	1

Three of the four schools which receive only two dollars per month for each outside pupil, were formerly parish high schools and were changed into central schools. The basic parish assumes financial responsibility for the school. The others pay only for the pupils they send. The two dollars per month is approximately one-half of what it costs to educate a pupil in these schools. Furthermore, under this arrangement some parishes refuse to pay for their pupils, and the schools are not permitted to accept tuition from the individual. For example, one parish built the school at its own expense and practically bears all the burden of maintenance although it draws pupils from six other parishes.

It may readily happen that a central high school is possible only by centralizing an already existing parish school. While this is better than doing without, yet it is not as satisfactory as when the high school is not connected with any particular parish and is supported by all on equal terms. The figures gathered in the present survey show that from the financial point of view, when the high school is free from any one parish, the contributing parishes will tax themselves for a greater amount and be more prompt in meeting their obligations than when the school is connected with some particular parish.

VOLUNTARY CONTRIBUTIONS. In a few cases voluntary contributions are depended upon to supplement the income from fixed sources. Among others, the two high schools in St. Louis have this method. The Catholic High School Association, an incorporated body, was founded in 1911 for the purpose of building and maintaining non-tuition Catholic high schools. The Association is composed of both priests and laymen. It finances the maintenance of the two schools, although the William Cullen McBride High School has an endowment for the upkeep of the building. The Association had a two-fold source of income — the parishes and voluntary contributions. The parishes are taxed a certain percent of the cathedraticum, which yields about forty percent of the total income of the Association. The balance is made up by voluntary contributions.

COMMENTS RECEIVED ON THE VARIOUS METHODS. No adverse criticism was given, by the principals of the different schools, to the plan of assessing the parishes, if the assessment was based on the size, income or expense of the parish. Of the six schools in which one or other of these methods was used five declared it was successful, while the sixth offered no comment.

With regard to the assessment of parishes based on the number of pupils the parish sends to the high school, one principal, in whose school this plan is used, wrote:

> "Our method of assessment permits those pastors who are in debt or not naturally too strong for the high school, to lighten their burden either by not encouraging attendance, or in extreme cases, by discouraging it, either directly or indirectly."

So far as can be ascertained from the data at hand this does not seem to have occurred in those schools included in the present survey. The percentage of Catholic pupils is about as

high in the schools where this method of assessment prevails as in the others where a different method is used. Other factors would have to be taken into consideration, and a large number of cases had, before any general conclusion could be drawn. However, this fact may be noted. There are schools wherein conditions are not as satisfactory as they might be, and these schools would be inclined not to submit a report. Two schools that did not give any reports, are known to the writer, wherein this plan of assessment prevails. They have been in existence for some years, yet the attendance has never been what it should have been. Other reasons may account for it, but this much is true; some parishes have a large number of pupils in the Catholic high schools and a small number in the public high school, while in other parishes the conditions are just reversed. In the latter case it would seem that attendance at the Catholic high schools is discouraged, either directly or indirectly. A discussion of this phase of the question with some who have had considerable experience with this type of school verifies this apprehension. Such persons stated that without a doubt this method of assessment often does interfere with attendance.

In the final chapter we shall summarize the principal arguments with reference to the various methods of financing the school.

(1) There is a difference between the figure given here ($42) and that given in Table VII ($47) as the cost of educating a pupil in Elder High School. The explanation is as follows: The total cost, based on current expenditures, is about $27,000 or $47 per pupil. Of this amount $18,750 was raised by assessing the parishes. This amounted to $42 per pupil. The balance was made up by the school itself from dramatics, athletics, contributions, the year book, etc. Hence the actual cost per pupil is about $47.

CHAPTER IV

THE SITE, BUILDING AND EQUIPMENT

THE SITE

SIZE. A bulletin issued by the Bureau of Education says of the area of a high school site:

> "There is abundant evidence from experience to prove that no high school site should be less than 3 acres for the most modest building. Of this space two acres are necessary for physical education. Five acres is the minimum for a school of 500 pupils. Nothing short of 10 acres will suffice for larger schools. And even the school of 500 pupils require this larger site if it is to include a general athletic field with accommodations for spectators. A 12 or 15 acre site is always desirable."[1]

In order to see how some of our central Catholic high school grounds compare with the estimate of the Bureau of Education, the following data are submitted. Five schools gave their areas in terms of a city block. They were respectively 1-6, 1-4 and 3-4 of a block, while two occupied the entire block. Others gave their areas in terms of acres or square feet. In the latter case they were reduced to acres. The top figure gives the number of pupils the school can accomodate, the lower shows the size of the ground in terms of acres.

Table XII

Size of school ground in terms of acres

Accomodate.....	...	168	...	600	300	650	200
Size	1/7	1/6	1/2	2/3	1	2	2½
Accomodate.....	800	1700	1000	700	600	150	1100
Size	4	4½	6	8	13	20	40

Two things will be noted in these figures. One is that the size of the ground is not always proportional to the size of the building. The other is that some of our school grounds are considerably below the minimum of three acres recommended by Bureau of Education. It is obvious that some of these schools have no recreation grounds. It must be remembered that many have been in existence for a number of years and were erected at a time when larger sites were not deemed necessary. Others are located in the down town sections where we should expect to find restricted sites. Eleven out of twenty-one central high schools are situated on a site which is not large enough for present needs, according to the testimony of the school officials. As to future needs fifteen said their grounds were sufficient while an equal number said they were not large enough.

Without accepting unquestioningly the recommendation of the Bureau it may be well to point out some factors that have a bearing on the size of the grounds. The present tendency is to place schools as much as possible in the outlying districts. This allows greater freedom in the choice of a school site. At times, however, it is still necessary to locate a school in a congested district where the amount of available land is limited. Regardless of what may be recommended as a desirable area school authorities will have to take what they can get, which means that at times they must be satisfied with a smaller plot of ground than otherwise would be acceptable. Under such circumstances it may be impossible to provide outdoor recreation facilties, in which case a gymnasium now becomes imperative, although it should be included in every high school building.

It is highly desirable that where possible a suitable athletic field adjoin the school. If a boys' school such a field should be large enough for baseball and football, whereas in a girls' school a smaller recreation grounds would suffice. An athletic field belonging to the school may be dispensed with if there is a public

or private field nearby available for such purposes. Naturally this arrangement is less satisfactory than if the school could have its own field, but at times this may be impossible. The fact that a number of public and Catholic schools use this plan shows that it is practical.

Unless it can be forseen definitely that a school will not expand, allowance should always be made for future growth. This affects both the grounds and the building. A square building does not readily allow additions without marring the architecture of the building or interfering with the light of some of the rooms. A building constructed in the shape of an E, T or H more readily permits of additions. Where there is a possibility of the school expanding sufficient ground should be secured in the beginning to allow for such additions.

The location of the building on the site has a bearing on the size of the ground required. If a building is situated in the center of the property it requires a much larger piece of ground to allow for recreation facilities and other purposes than if the building be erected along one side of the property or in a corner. In the latter case a five acre site would allow as much spare room that could be utilized for athletic purposes as a considerably larger area with the building in the center. It is undesirable that a school building should be placed too near the street, especially if it is a street on which there is a great amount of traffic.

Returning then to the recommendation of the Bureau of Education what are we to think of it? In the first place we must bear in mind that this represents the opinion of men who are supposed to be experts in their line, and their view should not be lightly cast aside. In making this recommendation the Bureau bases its figures on what it considers to be the minimum amount of ground that would really be satisfactory, knowing full well that in many cases this ideal will not be reached.

The Bureau makes no distinction in the different kinds of schools whether considered architecturally or scholastically. In the former case a square type of building can be put on a smaller site than a building constructed in the shape of an E, T or H. Furthermore a building one story high, accommodating a given number of pupils will naturally require a larger site than a two or three story building of the same pupil capacity. From the scholastic point of view a manual training or technical arts school will require a somewhat larger building than a classical or commercial school. In the latter class will be found the great majority if not all the central Catholic high schools.

Furthermore the financial problem is more acute with Catholic school authorities than with public school officials, and for this reason we do not care to spend on a building or grounds more than is really needed. Taking these facts into consideration we believe that the recommendation of the Bureau of Education can be reduced somewhat in the case of Catholic schools, especially for the larger schools. Bearing in mind that in any particular case various factors will operate to modify any general recommendations, we believe that the following represents a standard which is neither too radical nor too conservative. For schools of less than 500 pupils three acres as a minimum; for schools of 500 or more pupils, from three to five. Schools which can look forward to one thousand pupils should have at least eight acres but ten would be more desirable. A site of this latter size should do for a school of considerably more than a thousand pupils, since the size of the site need not increase in direct proportion to the pupil capacity. The latter allows ample room for athletic facilities and room for expansion. Naturally a larger site is always more desirable than a smaller one, and if it can readily be procured it should be done. If the school is to be located in the suburban districts where ample ground is available at a reasonable price, it is far better to buy more than will be needed than to buy less. Such land will ordinarily increase in value and if the future shows that more property is had than is needed it is easier to dispose of surplus ground than to buy a particular piece that may be needed.

LOCATION. Twenty-one of these schools are centrally located, that is to say in the down-town district or close to it. Twelve are outlying or suburban. Whether a particular place is central or suburban is at times hard to say and is a matter of personal judgment. This division is as given by the principals of the various schools. We should rather be inclined to expect that when one central high school would be sufficient for the present and future needs of a city it would be centrally located. This is true in a majority but not in all cases. Of eighteen schools centrally located, in eleven cases, so far as can be reasonably foreseen, no other high school will be needed; while in seven instances other schools will be needed.

We should expect that where the size of the city is such as to demand more than one central high school the tendency would be to place the school away from the down-town district and towards the suburbs. This is actually the case. Of twelve outlying schools only two will take care of future needs, which means in

the other ten instances other schools will be needed. It may appear to be emphasizing the obvious to state that in choosing a site, it should be picked with reference to future schools when it is known that other schools will be needed. In six cases, however, it was reported as not having been done.

CHOOSING THE SITE. Choosing the site for a school is an important matter. Sometimes there is little choice, especially where the community is well developed and the amount of available property is limited. At times, however, there is a certain amount of latitude in the selection. In regard to the schools here studied, some had the site donated; in other instances it was already owned by the diocese. Where it was necessary to choose a site an attempt was made to find out who did the choosing. The results were as follows:

CHOSEN BY	CASES
The bishop	6
The pastor	4
Building committee	3
The bishop and pastors	3
The Sisters	2
The pastors and building committee	1

In the four cases where the site was selected by the pastor, the high school is connected with that one parish, but draws pupils from other parishes. Where the Sisters chose the site, the entire administration of the school is in their hands. In a few instances when the site was chosen for the school, it was not intended to be a central high school. This, of course, would alter the situation to some extent. But for the present purpose it is hardly sufficient to warrant the exclusion of these schools.

In choosing a site the persons responsible will naturally take everything into consideration. Apart from the cost, which for Catholic schools is usually an important item, they will look to convenience of reaching and transportation facilities, together with quietness, drainage, size of ground allowing for expansion in the future, and the like. It is not often that a location offers all these advantages. It then becomes a question of sacrificing one for the other. An effort was made to learn just what was the determining factor in choosing the sites for the schools here studied. The results can be classified under two heads. One is convenience to the various parishes, together with transportation

facilities. The other is superiority of site due to quietness, abundance of light and air and size of ground, allowing for necessary expansion. In fifteen cases convenience was the deciding factor, in seven instances the other advantages decided. It is not known just what experience in school matters the persons had who made the selections, but it is interesting to compare their ideas with the opinions of those who are actually engaged in the administration of these schools. For this purpose the following question was asked of the principals of these schools: "In choosing between two sites, one conveniently located and easily reached, but less desirable from the viewpoint of quietness, room for expansion, etc., and another less conveniently located and reached, but more desirable for other reasons, which would you choose, the former or the latter?"

The answers were: the former, four; the latter, twenty. In other words twenty out of twenty-four persons considered convenience of location as secondary to the other advantages. Their opinion in this matter should not be lightly disregarded. Each person expressing his or her opinion on the subject is actually engaged as principal or superintendent of one of these schools, and hence speaks from a background of experience: The preference expressed by the majority is backed by that of the U. S. Bureau of Education. The bulletin previously referred to says:

> "It is desirable that the high school plant be located reasonably accessible to its present and potential high school population, but this matter should not outweigh environment and size of site. Students in the secondary schools can well afford a longer walk, if, upon their arrival at the school, they can work amid pleasing surroundings, with an abundance of fresh air and light, and freedom from the noise, dust and danger of the street."[2]

COST OF SITE. The cost of ground will naturally vary with size and location. While it may be of little practical value to know what other schools have paid for their grounds, the information which was given on the subject is presented in Table XIII.

THE BUILDING

COST. All schools did not submit data as to the cost of the building. In some cases where this information was given, it would be of little value in giving us an idea of the cost of a modern school building, since it referred to buildings erected some years ago when the cost of construction was much lower

than today, or dealt with buildings remodeled for high school purposes. In order that we may know approximately the cost of Catholic high school buildings at the present time, Table XIII gives data on a number of schools erected during the past five years. They are all central high schools. For convenient comparison the cost of site and equipment is given, in cases where it is known. The name of the school, the year in which it was built, the number of rooms it contains, the number of pupils it can accomodate and the cost of the building, site and equipment are given.

Table XIII

Cost of building, site and equipment

Name	Erected	Rooms	Accom.	Building	Site	Equip.
Bishop England High Sch., Charleston, S. C.	1922	16	300	$ 60,000	.....	$ 5,000
Catholic Central High School, E. Chicago, Ind.	1923	8	150	125,000	$ 32,000	25,000
St. Mary's High School, Perth Amboy, N. J.	1921	16	.....	139,000	.....	.....
Immaculata High School, Leavenworth, Kan.	1922	9	.....	140,000	12,000	12,000
Central Catholic High Sch., Johnstown, Pa.	1922	18	550	140,000	.....	.....
Boys' Central High School, Butte, Montana	1924	13*	350	150,000	.....	.....
Elder High School, Cincinnati, Ohio	1923	35	700	187,000	10,000	35,000
Wm. Cullen McBride High School, St. Louis, Mo.	1925	25	650	280,000	20,000	25,000
Catholic Girls' High School, Los Angeles, Cal.	1923	25	800	280,000	†500,000	40,000
La Salle Academy, Providence, R. I.	1925	35*	1100	850,000	115,000	100,000
Reitz Memorial Catholic High School, Evansville, Ind.	1924	20*	600	900,000	.....	.....
Alvernia High School, Chicago, Ill.	1924	50	600	900,000	.....	.....
Mercy High School, Chicago, Ill.	1924	.....	1000	1,000,000	25,000	75,000

*Class rooms only; laboratories, study rooms, etc., extra.
†Value of site. It was owned by the diocese.

As can be seen from this table the range in the cost of buildings is considerable, extending from sixty thousand to one million dollars. Furthermore, if the last four schools are separated from the first nine, they form two distinct classes so far as cost is concerned. In the first group only two exceed a quarter of a million dollars and the rest far under that amount. In the second, the cost of the building rises abruptly and approaches close to the million mark.

The cost of a building will depend, among other things, upon its size and the number of pupils it can accomodate. However, this is not always directly proportional, as can be seen from the figures just given. One school costing $187,000 will take care of 700 pupils, while on the other hand two schools, each providing for 600 pupils, cost $900,000 apiece. Hence other factors besides the size of the building help determine the expense of construction. One is the inclusion of an auditorium and gymnasium. Another factor is the locality, since the cost of building does vary to some extent from one part of the country to another. The site may indirectly influence the cost by determining the material with which it is to be constructed. If the school is to be built on a site surrounded by a number of large and imposing structures, the school will have to match to some extent its surroundings, lest it suffer by comparison. Which means that much more must be expended on the exterior of the building than would be the case were it located among less pretentious surroundings. Finally the curriculum of the school and the courses it gives will have some influence on the cost of the building. A school offering only a strictly classical course will require a smaller and less expensive building than another school, accomodating the same number of pupils, but giving a variety of courses such as commercial, manual arts, domestic science, music and art.

As an illustration of the fact that a building can be erected at a cost considerably less than usually expended for public high schools, St. Mary's High School, Perth Amboy, N. J. may be cited. The school is connected with St. Mary's parish and was built by the parish, but serves as a central high school for the other parishes in the city and vicinity. The building, completed in 1921, is made of steel and concrete and finished with red brick. The exterior is not elaborate, but the surroundings are such as not to demand a costly exterior. It is a three-story building and contains sixteen class-rooms. It has laboratories for chemistry, physics and biology, together with a music room and library. A large auditorium and stage occupy most of the ground floor. The auditorium likewise serves for a gymnasium. Much of the outside

wall surface consists of windows, giving well lighted class rooms. There is no cafeteria. Neither is there a domestic science room, since a course in this subject is not given. The school offers the general high school course, and its equipment for this purpose is first class. The cost of the building, exclusive of furnishings, was $139,000. While it is true that the building most probably could not be duplicated for the same amount of money, yet it does show that a very serviceable building can be constructed without approaching the amount expended on our more elaborate structures.

On the other hand some of our Catholic central high schools, both from the point of architectural beauty and equipment for construction, will compare favorably with the better class of public schools. To mention but one of a half dozen such schools, there is Mercy High School, Chicago, Ill. The building, completed in 1924 at a cost of a million dollars, will accomodate 1000 pupils. It is constructed of gray brick with stone trimmings. Three stories in height, it has a frontage of 392 feet and a depth of 160 feet, and stands on a plot of ground six acres in size. Besides a large number of class rooms, reception rooms, offices, store rooms and the like, there are laboratories for chemistry, physics, botany and zoology, a typewriting room and a spacious library. A course in home economics is offered and for this purpose is provided a kitchen with necessary ranges and hot plates for baking and cooking, a refrigerator, several model living rooms, and a sewing room furnished with electrically driven sewing machines. Music and art are likewise taught and for these courses there are appropriate music rooms and art studios. There is an auditorium which will seat a thousand persons, and a separate gymnasium, 90 by 64 feet, together with locker rooms and showers. The school maintains its own cafeteria and serves practically the entire student body each day, accommodating 240 pupils at one time. One wing of the building is occupied by the Sisters' quarters which provide accommodations for forty-five Sisters. The equipment for teaching the various branches is of the highest quality, and the school in its physical endowments will not suffer by comparison with some of the best public schools.

A SUGGESTION. It is beyond the purpose of this work to offer definite suggestions as to the construction of school buildings. Literature on the subject might be consulted with profit, by those who have to build a central high school.[3] However, one suggestion should be made and it cannot be over-emphasized. It is this: employ an architect who knows school buildings. An

architect who could design a Gothic cathedral or an office skyscraper may know nothing of the needs of a modern school. He might erect a building which would elicit admiration as a work of art but be very impractical for school purposes. The school building has special problems of its own. There are state requirements to be met if the school is to receive recognition; there are pedagogical demands that must be complied with if maximum educational results are to be obtained. Unless an architect is employed who is familiar with these requirements, mistakes are likely to be made which will be costly both financially and educationally. A current periodical discussing this subject says:

> "Today, school curricula and school activities call for many different types of work requiring separate rooms which must be built according to special specifications in regard to size, location, and other essentials. It is no longer necessary to have an individual old-fashioned class room for each class. The modern program permits a rotation so that special rooms and class rooms are all in use at the same time. This applies even to the auditorium which modern schools must have and to the gymnasium which is equally essential . . .
>
> "All of this means that school building has become a highly specialized business. The ordinary architect will maintain that he can build a satisfactory school building, but the chances are very largely that he cannot. There are some 40 or 50 architects in the country who have specialized in school buildings and know modern requirements, but it is found generally that practically every one of these has attached to his service an experienced school man who has served as principal or supervisor and who knows school work from the professional side. The combination of the qualified architect and the school man who has devoted time to the scientific study of the layout is an excellent one. In no case should a school building be erected until the plans and specifications have been gone into carefully by an experienced school man. The work and word of the architect is not enough. His visits and study of school buildings are not enough. There is always a good school man not far away who will be glad to help, and his services will be invaluable, although usually costing nothing."[4]

On this point one of the principals wrote on the questionnaire:

> "More efficient work will be done in a school and the building will be more satisfactory and serviceable if those who are to use the building are consulted while the plans are being drawn. Architects are unfamiliar with many school problems."

A final observation may be made. The authorities who are contemplating building a Catholic central high school should first look up the building requirements laid down by the state and also by the other standardizing agencies, from whom the school will seek recognition, such for example, as the North Central Association. It is a mistake to build and maintain a school that has no recognition from standardizing agencies. If such recognition is to be received the school must comply with various requirements. In order that mistakes be not made it is well to know these requirements before hand. An architect familiar with school buildings would be less likely to overlook this matter, yet to be on the safe side, the school authorities should familiarize themselves on this point.

EQUIPMENT

LABORATORY EQUIPMENT. An effort was made to secure data on the cost of furnishing and equipping laboratories — chemical, physical and biological. One purpose was to learn the standard being maintained in the central Catholic high schools. Another, was to enable those who must equip such schools to have some notion of what must be expended on a modern laboratory. This information was sought from two sources; first, from the schools themselves, based on their actual expenditures; secondly, estimates were obtained from companies supplying such furniture and equipment. The result are presented in tables XIV, XV, XVI:

Table XIV

Cost of equipping chemical laboratory

Estimates of companies:

Company	I	II	III	IV	V	VI	VII
Furniture	$1,400–2,200[1]	2,450	.....	.....	.....	.....	.....
Equipment	.....	.....	520–850	788	300–1,000[2]	1,000	1,000

Expenditures by schools:

School.....	A	B	C	D	E	F	G	H	I
Furniture	.....	.....	.....	3,200	435	.....	.....	.....	2,936
Equipment....	.....	1,250	141	1,800	878	.....	.....	.....	400
Total.....	.....	.....	.....	5,000	1,313	.....	6,104	.....	3,336

1. The lower figure is for standard factory built furniture of simplest design. The higher estimate is for furniture with additional closets, including cabinets for equipment.

2. The lower estimate shows the minimum that should be spent, (in the opinion of the company that submitted this estimate); the higher figure indicates what is needed for a really satisfactory course, although more could well be expended.

Table XV

Cost of equipping physical laboratory

Estimates of companies:

Company	I	II	III	IV	V	VI	VII
Furniture	$800–1,600[1]	1,375	.....	.....	.....	.....	.....
Equipment	.....	.....	1,180–1,680	1,243	500–1,000[2]	2,500	.....

Expenditures by schools:

School	A	B	C	D	E	F	G	H	I
Furniture	700	.....	810	1,000	2,850	1,200	.....	.....	1,304
Equipment	1,200	1,500	2,200	2,000	1,207	.....	.....	.....	787
Total	1,900	.....	3,010	3,000	4,057	.....	4,100	.....	2,091

1. See footnote 1, Table XIV.
2. See footnote 2, Table XIV.

Table XVI

Cost of equipping biological laboratory

Estimates of companies:

Company	I	II	III	IV	V	VI	VII
Furniture	600–1,200[1]	1,380	.....	.....	.....	.....	.....
Equipment	.....	.....	400–700	1,100	250[2]	2,000	1,000

Expenditures by schools:

School	A	B	C	D	E	F	G	H	I
Furniture	406	.....	.....	850	538	800	.....	.....	1,293
Equipment	1,702	.....	.....	150	106	100	.....	.....	1,000
Total	2,108	.....	.....	1,000	644	900	8,200	4,200	2,293

1. See footnote 1, Table XIV.

2. Named as a minimum amount to be spent, but not sufficient for a really satisfactory course.

The data given in these tables may be summed up in a different way. Taking as the lowest figure the minimum amount either estimated by a company or spent by a school; and as the highest figure the maximum amount either estimated by a company or spent by a school, the cost of equipping a laboratory ranges as follows:

For chemical laboratory

Estimates of companies were:

Furniture, from $1,400 to $2,450
Equipment, from $300 to $1,000

Expenditures by schools were:

Furniture, from $435 to $3,200
Equipment, from $141 to $1,800
Complete lab. from $1,313 to $6,104

For physical laboratory

Estimates of companies were:

Furniture, from $800 to $1,600
Equipment, from $500 to $2,500

Expenditures by schools were:

Furniture, from $700 to $2,850
Equipment, from $787 to $2,200
Complete lab. from $1,900 to $4,100

For biological laboratory

Estimates of companies were:

Furniture, from $600 to $1,380
Equipment, from $250 to $2,000

Expenditures by schools were:

Furniture, from $406 to $1,293
Equipment, from $100 to $1,702
Complete lab. from $644 to $8,200

In regard to Tables XIV, XV and XVI, the following explanations are given:

1. The figures submitted by the schools were in some cases based on the actual invoice and were given in dollars and cents. In order to make the tables more concise the cents were dropped in all cases and the costs given in dollars. Where the figures given by the schools were not based on the actual invoice, they are estimates as to the cost. The figures given by the companies are, of course, only estimates.

2. The companies were asked to base their estimates on a laboratory capable of accommodating thirty pupils at a time. The size of the laboratories in the various schools submitting data is not known. This, however, will have a bearing on the matter since the figures offered by the schools represent the actual or approximate cost of equipping their own laboratories, which, in individual cases, may be larger or smaller than the standard used by the companies in making their estimates.

3. The costs for furniture and equipment are listed separately because in practice these items are usually furnished by different companies. By furniture is meant such articles as instructors' tables, student tables and chairs. Equipment embraces apparatus, instruments and working materials. In addition to the schools here represented, quite a few gave figures as to the cost of equipping their laboratories, but it was uncertain whether it included furniture and equipment, or only the latter. For this reason their data were not used.

4. The schools are indicated by capital letters, A. B. C. etc., instead of by name. Each school is represented by the same letter in all three tables, which enables comparison to be made between the amounts spent by any one school upon the different laboratories. Each company is represented by the same Roman numeral, in the three tables. The names of the companies submitting estimates are given in Appendix B at the end of the book. Parenthetically, it may be stated that several schools said they found it more economical to design their own laboratory furniture and have it made by local cabinet makers.

5. In the tables referring to expenditures by schools the vacant spaces mean either that the school does not teach that subject or that no data were given on this point.

6. The total cost of equipping a laboratory in any one school is summed up and given only when the cost for both furniture and equipment is known. In regard to schools "G" and "H"

where the total is given, but not the individual items, the costs were obtained from the company which supplied these schools. Since in this case, contrary to the usual custom, the one company supplied both furniture and equipment, separate invoices were not kept. Incidentally, it may be stated that these two are among the best equipped Catholic high schools in the country, as may be surmised from the amount spent on the laboratories.

Considering the figures presented in the table it will be observed that there is quite a difference in the amount spent by various schools, and to a lesser extent in the estimates furnished by the companies. How is this to be explained? With regard to the expenditures of the schools; while, certain minimum requirements are specified, or in some cases only recommended, either by state departments of education or by standardizing agencies, there is no one set amount that is considered as a standard. With a small amount of equipment a less satisfactory course can be given; with better equipment, other things being equal, better results should be obtained. A well fitted-out laboratory usually represents equipment accumulated during several or a number of years. While a school will endeavor to have at least the minimum equipment to begin with, it will try to add new material each year. One school, whose laboratory already represents a considerable investment, stated that it contemplates securing more apparatus, not absolutely necessary but valuable and costly. This will explain to some extent the difference in the amounts the various schools have spent on their laboratories.

In explaining the variation in the estimates given by the companies we can do no better than quote from one of the letters actually received. It will not only make clear this point, but will add an interesting bit of information with regard to minimum requirements for laboratory equipment. For this we are indebted to Mr. H. E. Brown of the W. M. Welch Manufacturing Co., Chicago, Ill. A portion of the letter follows:

> "We repeatedly tell our customers that they can spend as little as $200.00 or as much as $1,000.00 for their Chemistry equipment, and if they spend the latter they will not spend too much, but will get equipment that simply increases the efficiency that much. Similarly is Physics — anything from $300.00 or $400.00 up to several thousand might readily be spent. The writer has been a teacher in small high schools where a few hundred dollars was all that was available, and has given what he believes a satisfactory course, and he has also been a teacher in one of the Chicago schools in which ordin-

ary equipment was installed, and this equipment not including the furniture, amounted to somewhere about $10,000.00. You will see that there is such a wide variation that it is indeed difficult to set any specific number of dollars as an exact estimate.

"We have, however, studied the problem most carefully during the many years of our serving the schools, and one of our studies has been as to what has been the custom of the states. As you are aware, most of the State Departments of Education mention a minimum, and some, merely mention it as a recommended list of equipment. We have tabulated recently the amount recommended by all of the states between the Hudson River and the 105th meridian, which includes 84% of the entire population, and about 83% of the high schools. These 31 states when averaged indicate an average requirement for equipment, other than furniture, of $330.00 for Physics, $190.00 for Chemistry and $150.00 for Biology."

As mentioned previously, there was a two-fold purpose in making this inquiry into the cost of equipping a laboratory. The first was to ascertain the standard being maintained by central Catholic high schools. The small number of schools from which data were secured makes it impossible to give an answer that indicates conditions in most of the schools. The results obtained may, in reality, be a true cross-section of such schools. On the other hand they may represent largely the schools whose equipment is above the average, since some of the other schools with less equipment may not have cared to answer on this point. For this reason, a generalized answer cannot be given. As to the second purpose for this inquiry, it was to enable those who must equip such schools to have some notion of what must be expended on a modern laboratory. Even allowing for the limited data availabe, we believe that this effort has been successful, so far as can be, without going into the details of equipment or having in mind some specific laboratory.

THE LIBRARY. Table XVII gives us an estimate as to the number of volumes in the libraries of thirty schools that furnished information on this subject. They represent bound volumes, and exclude government reports, pamphlets and text-books. They are grouped in intervals of one thousand. Whenever round numbers were given they were classified under the lower group; for example, a library of two thousand volumes would be placed in the second group.

Table XVII

Number of Bound Volumes in Library

Volumes	Up to 1000	1–2000	2–3000	3–4000	4–5000	5–6000
Schools . .	9	6	8	1	4	2

In thirteen schools a definite amount is set apart each year for additional volumes. The sources from which these funds are received are:

SOURCE	NO. OF SCHOOLS
General school fund	6
Library fees	5
Parent-Teacher Ass'n	1
Endowment	1

In eighteen schools no definite provision is made for increasing the library. This does not mean that new volumes are not added; but merely that they do not come from any fixed source. Frequently they are donated. One school has a campaign from time to time to secure revenue for library purposes. In another the graduating class usually contributes a number of volumes.

The school is, of course, able to select its own books when it purchases them with school money. This is also true at times when the books are donated, since the donors consult the school authorities, or allow them to choose the books. The authority to select the books at times rests with the faculty as such, and at other times with the principal or librarian, as shown below:

SELECTED BY	NO. OF SCHOOLS
Faculty	14
Principal	6
Librarian	5

THE AUDITORIUM. Out of thirty-three schools furnishing information on this subject twenty-five have an auditorium, while eight have not. Of these eight schools, four are housed in buildings that were erected some years ago, while two more are using temporary buildings. In the past few years only two of the thirty-three schools here considered have erected buildings that did not include an auditorium, and in one of them there is a fairly large room that can be used as an assembly room.

Apart from dramatics there is frequent need of gathering all the pupils together at one time for one reason or another. The daily assembly, characterized by singing, speaking and announcements by the principal, is well established in many high schools, and this necessitates a suitable auditorium. Altogether, it is a serious mistake to build a high school at the present time and not include an auditorium.

THE GYMNASIUM. Twenty-two out of thirty-four central high schools have gymnasiums. Of the remaining twelve only three were built within the past fifteen years, while two more are located in temporary buildings. With the increased realization that our physical well being is worthy of educational attention, the gymnasium has become an integral part of the modern high school. Where financial resources are limited so that it is hardly possible to have both an auditorium and gymnasium, they may be combined into one and the gymnasium used as an auditorium. One method now quite widely adopted is to use the stage of the auditorium as a gymnasium. The stage is built extra large for this purpose. The seats in the auditorium are used by the spectators for events staged in the gymnasium.

SWIMMING POOL. Three schools have swimming pools of their own, while another has the use of one located in a public park adjoining the school.

THE CAFETERIA. Many pupils attending a central high school live at a distance which makes it impossible for them to go home for lunch. Unless they bring lunch with them they must obtain it at school or elsewhere. If the school is to provide this service this must be taken into consideration when the building is constructed so as to make proper provision for kitchen, refrigerators, ranges and a lunch room. If the present tendency in high school construction is a reliable criterion, it is safe to say that, unless local conditions are quite different than those ordinarily met, a central Catholic high school should not be built without such provision. As to the cafeteria service, Table XVIII gives some information on the present status among the schools here studied:

Table XVIII

Data on Cafeteria Service

School Provides Lunch		Service Operated By				
Yes	No	School	Private Parties	Parent-Teachers'	School Club	Pupils
23	10	13	6	2	1	1

From these figures it will be seen that twenty-three out of thirty-three schools provide lunch for the pupils. This does not mean that the school furnishes lunch free to the pupils, but merely that the pupils can obtain it at the school. Of the ten schools in which it is not done only five were opened since 1920, and two of these five are temporarily housed in old buildings. An examination of the reports and data of the ten schools that do not provide lunch would seem to indicate that it is due to one of two causes. Either the school is located in a building in which there are no available facilities for this service; or else it is situated in a small town or limited territory, allowing many pupils to go home for lunch. For this purpose the lunch period in some of these schools is from an hour and twenty minutes to an hour and a half. This is longer than the time allowed in most schools.

Twenty of the twenty-three schools have a special room in which the pupils eat lunch. This extra room should be provided. If class rooms must be used as lunch rooms they are apt to be littered with crumbs and permeated by an odor of stale food.

Among the schools it was found that there are various ways of operating the cafeteria service.

1. The school itself may run it by employing the necessary help. This occurred in thirteen cases. The help is obtained from the outside or from among the student body. The latter method allows deserving students to earn a part of their school expenses. Several schools employ women to cook and prepare the food, while students serve it.

2. The lunch service may be let out as a concession to private parties. This was done in six instances.

3. In two cases it is run by the Parent-Teachers' Association; in another by a school club and in one other case by the pupils themselves.

In eleven of the thirteen cases where it is run by the school itself it was reported as self-sustaining, and in most instances showed a profit. One reported a deficit, which was made up from the general school fund. The other did not report. Where it was let out to private parties it was naturally self sustaining. In one case the profits were equally divided between the school and the persons operating the cafeteria. Where it was not in private hands, the profits, if any, were used in a variety of ways, as for example, to help maintain the school, the faculty normal school, home and foreign missions and finally to buy books for poor students.

The cost of lunch varies considerably, ranging from as low as ten cents to as high as forty. Since it is usually run on the cafeteria plan the cost depends on what the pupil cares to spend. Some schools offer a limited menu, principally milk, soup and sandwiches. In such cases pupils often bring part of their lunch from home and this naturally lowers the average cost. In other cases a wide variety of food is offered and a substantial lunch may be obtained for thirty or forty cents. Table XIX gives some idea of the approximate cost of lunch, per pupil, as prevailing in the various schools.

TABLE XIX

Cost of lunch

Cost.....	10–15 cts.	16–20 cts.	21–25 cts.	26 and up
Schools.....	5	8	7	3

Generally speaking the average cost is about twenty cents. So far as can be ascertained from the reports submitted, the cost to the pupil is practically the same, whether the service is operated by the school, private concession or the other methods mentioned.

(1) High School Buildings and Grounds. Bureau of Education Bulletin 23, 1922, p. 9.
(2) Op. cit. p. 8.
(3) Perhaps the best work on this subject is "School Architecture" by John J. Donovan and Others. The Macmillan Co., New York, 1921. See also Report of Committee on School House Planning, Frank Irving Cooper, Chairman, National Educational Association. Washington, D. C.; High School Building and Grounds. Bureau of Education Bulletin, 23, 1922; American School Buildings, by Fletcher B. Dresslar, Bureau of Education Bulletin, 17, 1924.
(4) Catholic School Interests. March, 1925, p. 369.

CHAPTER V

ADMINISTRATION AND INSTRUCTION

GENERAL ADMINISTRATION. In discussing the administration of a school we may divide the subject into general and particular administration. The former concerns the broader phases of the problem, such as shaping the general policies and financing the school. The latter deals with the internal administration, such as the arrangement of classes, maintenance of discipline and despatching of routine business. The latter naturally belongs to the principal. It is the former that we are here considering. In matters pertaining to the central Catholic high school the bishop as head of the diocese naturally has supreme authority. He may exercise that authority either directly and immediately or through others who have been appointed to act in his name. An effort was made to learn what is the prevailing practice in regard to the general administration of the central Catholic high school — whether the bishops reserve this power to themselves and deal directly with the principal, or delegate it to others; and if delegated to others, whether it is placed in the hands of individuals or entrusted to a group of persons.

In furnishing this information the reports differ in their terminology, such expressions occuring as Board of Trustees, Board of Directors, School Board of the Diocese, High School Association. Since this phraseology indicates that the authority is invested not in an individual person but in a group of one kind or another, in the following classification they have been brought together under the one heading "Board of Trustees." It is evident, however, that these Boards may not all be alike in their composition, methods of functioning and degree of authority they possess. The person or persons in whom is invested the authority for the general administration of the school, together with the number of cases in which each occurs is as follows:

ST. ALBERT'S COLLEGE LIBRARY

Board of Trustees	12
Principal	8
Pastor	7
Religious Order	6
Superintendent of Schools	2

In the eight cases where the authority is invested in the principal it means that the bishop himself largely determines the general administrative policy and deals directly with the principal. In nine instances the composition of the Board of Trustees was given. Three were made up of religious only; six embraced both religious and laymen. One report stated that the laymen had charge of everything financial; another said they were represented on the finance committee; a third reported they had a voice in the general administration of the school. In at least two cases the Board is incorporated. Different methods are in vogue in regard to the appointment of members to the Board. At times it is done by the bishop himself or by a group of pastors; at other times it is done by the Board itself when the terms of the members overlap.

The Catholic High School Association of the Archdiocese of St. Louis may be cited as an illustration of the method of placing the general administration of the high school in the hands of a Board of Trustees. Under the presidency of Archbishop Glennon, it is composed of both priests and laymen. The laymen have charge of the secretarial work, treasury, partake in the conferences and have the right to vote. The Association was formed in the year 1911 and is incorporated. Its purpose is the building and maintaining of non-tuition Catholic high schools. At the present time it is maintaining the Rosati-Kain High School for girls and the William Cullen McBride High school for boys. The Association has a two fold source of revenue; the parishes, which are assessed a certain amount, and voluntary contributions.[1]

As noted above, in seven cases the central high school is under the control of the pastor. The reason for this is that the school is connected with some particular parish, and the pastor of the parish has general administrative control of the school. Some high schools have been entrusted to a religious order and the control of the school is in its hands, and in this one respect it is much similar to a private high school or academy.

COEDUCATION. One of the problems concerning the general administration of the central Catholic high school is that of coeducation. We have no intention of entering into a discussion of the merits or demerits of this subject. However, since fifteen

out of thirty-five schools here studied are coeducational it was thought advisable to present the opinion of the various principals as to the results of this method in their respective schools. We were not seeking personal views on the subject of coeducation; hence the question was not asked of all principals. It was directed to those in whose schools coeducation prevailed, and was in regard to its operation in that particular school. Fourteen out of fifteen answered this question, and all said that it worked out successfully. One principal wrote that it proved so successful that the city schools had adopted it to a certain extent, which was a new idea in the city.

Note well, we do not say that all the principals of central Catholic high schools are in favor of coeducation. Some of them — heads of separate schools — stated they were not in favor of it. Others did not express an opinion, since it was not asked of them. We realize that too great importance must not be placed upon these answers, nor a general conclusion drawn in favor of coeducation. There are several factors that may have militated against the absolute objectivity of their views. With some their answers may have been shaped partly by their personal views. This, however, may be discounted to some extent if we bear in mind that Catholic educators as a rule are inclined to favor separate schools. Furthermore, even if conditions were not as desirable as they might be, some would hesitate to commit themselves to a statement to that effect. Making due allowance for these elements, the unanimity of opinion on the part of those answering would warrant the conclusion that, so far as the central Catholic high school is concerned, the evil effects that are commonly attributed to coeducation surely do not exist to an alarming extent.

The traditional view of Catholic educators has been in favor of separate schools for youth of high school age. As a matter of principle it seems unlikely that there will be any change in this regard, at least in the near future. Where Catholics are more numerous and a number of high schools required, separate schools can be more readily provided. But at times a practical necessity will demand the erection of mixed schools. Yet under such circumstances it is possible to preserve some of the features of separate schools. A plan sometimes followed is to have one floor for the boys and one for the girls. This, for example, is carried out at the Reitz Memorial High School, Evansville, Indiana. In this school there are separate faculties for boys and girls, the Brothers teaching the former and the Sisters the latter. In planning the new building for the Central Catholic High School, Toledo, Ohio, the same principle is followed out but

handled in a slightly different way. There are to be two wings, one at either end of the building. One will be for the boys and the other for the girls. Those features that will be used in common, such as the library and auditorium, will be in the middle of the building and will be accessible from either end.

INSTRUCTION. Instruction in the central high schools is furnished by priests, Brothers, Sisters, laymen and laywomen. The following religious communities have charge of schools:[2]

ORDERS OF MEN	NO. OF SCHOOLS
Christian Brothers	4
Society of Mary (Dayton, O.)	3
Holy Cross Brothers	3
Xaverian Brothers	2
Christian Brothers of Ireland	1

ORDERS OF WOMEN	
Sisters of Mercy[3]	5
Sisters of Charity (Leavenworth)	2
Sisters III Order of St. Dominic	2
Sisters of Providence	2
Sisters of Charity (Convent, N. J.)	1
Sisters of St. Francis (Glen Riddle, Pa.)	1
Teaching Sisters of Our Lady of Mercy	1
Poor Handmaids of Jesus Christ	1
School Sisters of St. Francis	1
Sisters of Charity. B.V.M.	1

NUMBER OF TEACHERS. The total number of teachers in the thirty-five schools is 549, which gives an average of 15.7 teachers to each school. The number of teachers classified is given in the following table:

TABLE XX

Number and Kind of Teachers

	Religious		Lay		Diocesan Clergy
	Men	Women	Men	Women	
Teachers	144	292	54	17	42
Schools	14	23	12	10	17

The lower figures show the number of schools in which each class of teachers is found. Some schools have Brothers, Sisters, laymen and women on the same faculty. Where the diocesan clergy is represented it is always in addition to one or more of the other class of teachers.

PERIODS TAUGHT. The average number of periods, per week, taught by full time teachers, together with the number of schools in which this occurs is given in the following table:

TABLE XXI

Periods Per Week Taught by Full Time Teachers

Periods	20	21	22	23	24	25	27	30	35
Schools	4	1	1	1	1	16	2	5	1

To give some idea of what is considered the maximum number of periods a teacher should have, the standard laid down by the North Central Association is here given:

> "The number of daily periods of class room instruction given by any teacher of academic subjects shall not exceed six."
>
> "For interpreting this standard in connection with laboratory work in science, and in connection with study room supervision, a double period may be counted as the equivalent of one class room exercise for teachers of academic subjects, provided that no combination of such work amounting to more than thirty-five periods a week be required of any teacher."[4]

DIOCESAN CLERGY. Forty-two members of the diocesan clergy teach in these schools. Fourteen are full time teachers, twenty-eight teach part time. In thirteen reports it was stated how many periods per week are taught by the part time teachers.

TABLE XXII

Periods Per Week Taught by Part Time Teachers

Periods	1	2	3	5	8	10	11	12	15
Schools	1	2	1	1	1	3	1	1	2

In the two schools where they teach fifteen hours per week, full time is considered to be twenty and twenty-five hours respectively.

LAY TEACHERS. It is not known how many lay teachers are full time and how many part time teachers. In some schools they teach the regular branches; in others they have charge of the special subjects, such as dramatic art, physical culture and athletics. Of the fifty-four laymen who teach in the central Catholic high schools twenty-two are in the Roman Catholic High School, Philadelphia, Pa. The Cathedral Latin School, Cleveland, Ohio, and La Salle Academy, Providence, R. I., each have eight laymen on the staff. In the other schools the number is three or less.

TEACHING PRINCIPALS. In twelve out of thirty-two cases it was reported that the principal devotes full time to administration. However, several reports stated that one or two periods of teaching per week were required. They also helped out in the absence of the regular teacher. Where this information was given the number of periods per week taught by the principal is as follows:

TABLE XXIII

Periods Per Week Taught by Principals

Periods	4	5	15	18	20	25	30
Schools.	2	2	1	1	3	4	1

FACULTIES COMPOSED OF MEMBERS FROM DIFFERENT ORDERS. Five schools have their faculty composed of teachers from different religious communities, from three to six Orders being represented in each school. In four schools the method is to allot each community one or more subjects which they usually carry through the four years. As an illustration of this method, the composition of the faculty of the Los Angeles Catholic Girls' High School is here shown:

> "Five Sisters of the Immaculate Heart, Instructors in English, Spanish and French.
>
> Two Sisters of St. Joseph (Carondelet), Instructors in Latin and Mathematics.
>
> Two Sisters of Mercy, Instructors in Commercial Subjects.

Four Sisters of the Holy Cross, Instructors in Chemistry, Physics, Mathematics and Instrumental Music.

Two Sisters of the Presentation, Instructors in History and Singing.

Two Sisters of Loretto, Instructors in Commercial Art, Domestic Science and Domestic Art.

The Dean (a Sister), a priest and three layteachers complete the staff."[5]

This method of recruiting a faculty can be used to good advantage in places where any one community might find itself hard pressed to supply the requisite number of properly equipped teachers. Even where such necessity is not the motive this plan may be adopted because of some advantages which it possesses. Such an arrangement is very likely to give the school a competent corps of teachers, since each Order, under the stimulation of competition, will try to send its best representatives. Again, the content matter of any subject is apt to be better coordinated with what has gone before and what is to follow if it is in the hands of one community whose members have similar viewpoints and methods of teaching. Finally, it allows for greater specialization on the part of the teachers, with the result that they should be better equipped in their respective subjects.

Apprehension might be felt that the presence of different Orders might result in petty contention which would hamper efficient school work. So far as could be ascertained these fears have not materialized. Four reports specifically stated that the plan works out successfully. The fifth offered no comment. There are two factors which seem likely to have much to do with the success of this plan. One is the allotment of certain subjects to each Order, since in each branch, credit for success or responsibility for failure rests upon the one community and cannot be placed upon another. The second factor is a tactful principal. In any faculty there is bound to be differences of opinion and the presence of several Orders may tend to accentuate these differences. Such situations require handling by a prudent and tactful principal. Where such a principal is had the plan may be used to good advantage, for it does possess some distinct merit.

DEGREES.[6] The number of degrees possessed by the teachers may furnish some idea of the scholastic standing of our central Catholic high schools. While a degree is no guarantee that a person will be a successful teacher, yet it gives evidence as to

the preparation the teacher brings to the work. The degrees held by the teachers in those schools which furnished information upon this subject are as follows:

Total number of teachers	507
Bachelor degrees held by	235
Master degree held by	45
Doctor degree held by	7
Total	287

Of the total number of teachers fifty-six percent have at least the bachelor degree. It is likewise known that many of the other teachers are working for degrees. It is not known how many teachers have state certificates of one kind or another, although several schools stated that all their teachers have state certificates.

ACCREDITED SCHOOLS. Another criterion as to the scholastic standing of our schools is the number that are accredited. In order to be recognized by the state or other agency definite standards must be met and maintained. In the schools here studied the accrediting is done mainly by the State Department of Education, or an equivalent department, as the name varies from one state to another. In some cases it is done by private agencies, such as The North Central Association of Colleges and Secondary Schools. The data on this subject are as follows:

Schools fully accredited	31
Schools partially accredited	1
Schools not accredited	3

In explaining the reason for one school not being accredited the principal wrote:

> "The school is a small affair doing remarkably good work. Financial reasons prevent it from expanding and building a new building better located. It has no affiliations because it is impossible to meet all the requirements owing to the lack of the above. It is impossible to maintain proper laboratories. It is inadvisable to limit the number of pupils in the class."

Another principal stated that recognition by accrediting agencies was not sought. No reason was given, but it could hardly be due to the lack of equipment since the building and equipment in this particular case are practically new, and six out of

eleven teachers have degrees. As far as the central Catholic high school is concerned the overwhelming majority that have secured recognition from these agencies shows the trend in this matter. The maintenance of definite standards is demanded only in case recognition is wanted, yet our school authorities are voluntarily meeting these requirements because they realize that it is a distinct advanage to the school and the pupil to have the school accredited.

THE DEPARTMENTAL SYSTEM. In the departmental method of instruction the various branches are taught by different teachers. In the high school each teacher ordinarily specializes in one or two subjects and teaches these branches to more than one class. The result is that the pupil in any one year, has as a rule, from two to four or more teachers. Under the older system the pupil was largely if not entirely under the one teacher. While there is much that may be said for the one teacher system the fact remains that with the multiplicity of courses and the elevation of standards, it is an unusual teacher who can really become proficient in all the branches taught in any one year of a high school course. Hence the departmental system has been adopted as a practical necessity, not only in the senior but also in the junior high school. So far as the central Catholic high schools are concerned the data are:

Departmental system used in	30 schools
Departmental system not used in	3 schools
Used to some extent in	2 schools

In the latter case where it is used to a limited extent, one teacher has charge of the basic studies and a special teacher for the other studies.

SIZE OF CLASSES. An endeavor was made to learn to what extent overcrowding exists in the central Catholic high school. The figures here presented are based on twenty-four schools. The others did not reply or else the information could not be used, as they evidently misunderstood the question. For example, several reported over a hundred pupils in a class, which obviously included the entire class, and not the number in a class room. There were several cases where the figures were doubtful — from forty to fifty or more — and the replies did not specify as to the exact meaning. They were disregarded. As to the following it is known definitely they represent the average number of pupils in the class room.

Table XXIV

Average Number of Pupils Per Class Room

Freshman Pupils	21–25	26–30	31–35	36–40		
Schools	1	10	10	3		
Sophomore Pupils	21–25	26–30	31–35	36–40		
Schools	3	9	9	3		
Junior Pupils	15–20	21–25	26–30	31–35	36–40	
Schools	4	5	8	4	3	
Senior Pupils	10–15	16–20	21–25	26–30	31–35	36–40
Schools	1	6	3	8	3	3

It will be noted that the largest class — thirty-six to forty — remains constant throughout the four years, despite the fact that ordinarily a great many pupils who began the freshman year have dropped out before reaching the senior year. The constancy of this large class may be explained by the fact that in the earlier years where more than one room was needed to accomodate a given class, the large number who gradually dropped out, made it possible, by larger classes and fewer rooms, to handle those who remained. Apart from this case, which occurred in only three schools, the general tendency is for the classes to become smaller as they progress from the freshman to the senior year.

SCHOOL HOURS. All reports stated the time at which school began in the morning and dismissed in the afternoon. Some did not mention how much time was allowed for lunch. It would be of little value to give the data for each particular school. The situation may be summed up by saying that with two exceptions the hours are from eight-thirty to one-fifteen, or from nine to twelve-fifteen respectively. The period allowed for lunch varies considerably in the different schools, from as little as twenty minutes to as much as one hour and forty-five minutes. Of those that reported the time allowed for lunch nine give an hour or more;

seventeen less than an hour. In all but two cases it was stated that the school hours conform to those of the public school.

FREE TEXTS. The practice of furnishing free texts to the pupils has not found much favor in the central Catholic high school to date. The figures are:

Schools furnishing free texts	6
Schools not furnishing free texts	27

Five of the six schools that are here enumerated are in the Trenton diocese. Tuition is likewise free in these schools.

SCHOLARSHIPS. Seven schools reported that free scholarships are established in their respective schools, although the number in any one case was not given.

A SUGGESTION. In regard to the preparation and certification of teachers a practical suggestion may be made. For some time past the tendency has been to raise the standard for high school teachers. The possession of a bachelor's degree is now a common requirement in some states. The present tendency seems to be not to demand more advanced degrees, but rather to require more specialized preparation for the branches to be taught. Some states require a definite number of semester hours in the branches a person is to teach. It is, of course, impossible to mention the various state requirements on this point; those concerned will have to look up the requirement in their own state. There is, however, this fact to be pointed out: those working for degrees, especially Brothers and Sisters, should know from the beginning just what subjects they are to teach, in order that they may secure a sufficient number of semester hours in those branches. Otherwise they may amass enough credits to secure a degree and yet not have sufficient semester hours in anyone branch to secure a teaching certificate.

(1) This information was gathered partly from the report submitted and partly from the Colonnade, the publication of The William Cullen McBride High School, St. Louis, Mo.
(2) This list comprises only those communities having charge of schools. There are other communities represented in the schools whose faculty is composed of members from different communities.
(3) Where the different motherhouses of the Sisters of Mercy were not given it was necessary to group them under one heading.
(4) Proceedings of the 27th Annual Meeting of the North Central Association of Colleges and Secondary Schools, 1922, p. 22.
(5) Annual Report of the Schools of the Diocese of Los Angeles and San Diego, 1923-1924, p. 43.
(6) The degrees in all cases are academic. Theological degrees held by priests were not counted.

CHAPTER VI

THE CURRICULUM AND EXTRA-CURRICULAR ACTIVITIES

THE CURRICULUM. One of the important problems in connection with the central Catholic high school is to determine the courses to be offered. Unless the curriculum meets the needs of the pupil the school will to some extent be a failure. To select the proper curriculum is something that cannot be done merely on apriori grounds. An enthusiast for the classical course might settle the problem without much delay, by having but that one course, on the ground that it is best fitted for mental discipline and well rounded development.

If no other benefit had come from the modern testing movement it would justify itself on the ground that it has shown the great difference in intellectual ability that exists among individuals. It is now realized better than ever that some studies are simply beyond the grasp of certain students. It is not only a waste of time and money, but an injustice to the pupil to subject him to a course of studies, wherein for the lack of endowment, he cannot hope for success. Formerly, such pupils, meeting with failure, could drop out of school. With the raising of the age limit for school attendance many such pupils are forced to remain in school. We may question the wisdom of such a policy, but so long as it is a fact, and the pupil is in school, it seems that the only sensible thing to do is to offer such subjects as the pupil may grasp and which will be of some benefit to him in after-life. It is not necessary to lower the general standards so as to be within reach of all. But it is possible to arrange a curriculum so that most pupils can find something wherein they may hope for success, and which will be of later benefit to them.

It is not only on account of individual differences that allowance must be made in shaping the curriculum. On leaving high school all pupils are not going to follow the same pursuits. It is coming to be realized more and more that the high school is not merely a mental gymnasium wherein the intellectual faculties are exercised and trained so that the pupil will be able to cope with any situation in which he finds himself after he leaves school. On the contrary, the school is looked upon as a preparation for something — a college course for some and a place in the world for others. The high school has seldom failed in aiming to prepare for college; it has not always made sufficient provision for the pupil who must go to work after finishing high school. It is largely for the latter class of pupils that vocational and technical courses have been introduced.

The number of courses being given in the high school at the present time is quite large and to select those that will best suit the pupils of a given school is not easy. For those who must arrange the curriculum for the central Catholic high school the problem is partially solved at the very outset. Whether or not we believe in purely technical courses for boys, the cost renders them practically prohibitive for Catholic schools, at least for the present. Hence they may be dropped from consideration. With domestic science and home economics for girls the case is different. Some of the larger central Catholic high schools are giving such courses. Eliminating, for the present the purely technical branches, there is still quite a variety from which to select.

COURSES BEING GIVEN. An effort was made to learn what courses are being given in the various central high schools, together with the branches that make up any one course. Furthermore, inquiry was made as to the method used in determining what curriculum should be adopted in any particular school.

It was found that every central Catholic high school offers a four year course, although in some schools there are other courses two and three years in length. The number of courses in any one school varies, ranging from one to eight. The Central Catholic High School, Toledo, Ohio, has the largest number they are: classical, scientific, teaching, nursing, drafting, art, home economics and commercial. Five schools have but one course; the majority have two or three.

In the present discussion the name classical is used to designate what in practically all schools is considered the basic course. In the five schools where only one course is given it is classed under this heading. Where schools offer but two courses they are usually the classical and commercial. In addition to these two, some schools offer a third, which was variously designated as mixed, classical-scientific, scientific and general. An examination of the studies included therein shows that they are to a large extent quite similar, hence we shall classify them under the one heading, classical-scientific. It was found that a scattering of other courses are given in the different schools, such for example, as home economics, normal preparatory and mathematical courses. None occurred often enough to form a separate group.

Since in the reports the different courses were variously named, the title itself was no certain criterion as to the studies therein contained. An attempt was made to find out what subjects occurred most frequently in a given course. Those selected were the classical, classical-scientific and commercial courses. They were taken because they were the most frequently given. In the accompanying tables the subjects included in the various courses are mentioned, and the number shows the frequency with which they occur. For example, the first column in the first table is read as follows: in thirty-five schools English, Latin and mathematics are given in the first year of the classical course; in twenty-seven schools history is given; in ten, civics, etc. In order that repetition be avoided it is understood that *religion is included in each course and continued throughout the four years.*

Table XXV

Subjects included in the classical-course. Based on reports of thirty-five schools

Year	I	II	III	IV
English	35	35	35	34*
Latin	35	35	32	30
Mathematics	35	35	27	25
History	27	21	24	23
Science	11	12	26	27
Civics	10	4	2	12
Spanish	2	9	14	13
French	4	8	17	14
German	1	2	5	3
Physical Training	8	9	7	7
Music	5	5	4	4
Drawing	4	4	4	4
Ethics	2	2	2	2
Health	2	1	1	..
Household Arts	2	1	..	..
Bookkeeping	2	..	..	1
Typewriting	1	1	..	..
Public Speaking	1	1	1	1
Greek	..	2	5	4
Agriculture	..	1	..	..
Physical Geography	1	..	..	..
Domestic Science	..	..	2	..
Accounting	..	..	..	1
Economics	..	..	..	1
Physiology	..	..	..	1

*One school did not report the fourth year program, which had not yet been determined.

Table XXVI

Subjects included in the classical-scientific course. Based on reports of thirteen schools

Year	I	II	III	IV
English	13	13	13	13
Mathematics	13	13	12	12
Latin	10	9	4	3
History	8	7	6	7
Science	7	8	12	12
Civics	5	2	2	3
Physical Training	5	5	3	2
Drawing	2	3	3	3
Music	2	1	1	1
Ethics	2	2	2	2
French	1	5	10	5
Spanish	1	3	2	2
German	..	1	6	4
Greek	..	1	1	1
Physiology	..	1	..	..
Shop Work	..	1	..	..
Commercial Subjects	..	..	1	2

Table XXVII

Subjects included in the commercial course. Based on reports of seventeen schools

Year	I	II	III	IV
English	17	17	17	16*
Mathematics	13	11	2	..
History	11	9	6	4
Latin	9	9	1	4
Science	8	3	3	1
Civics	4	..	..	6
Physical Training	3	4	4	4
French	3	6	2	..
Spanish	3	7	6	4
Bookkeeping	2	4	11	11
Stenography	1	3	15	10
Typewriting	1	4	15	12
Commercial Arithmetic	1	4	2	2
Health	1	1	1	..
Physical Geography	1	1	..	..
Drawing	1	1	..	..
Music—Art	1	1	..	..
German	..	3	1	1
Commercial Law	..	..	5	1
Business Practice	1	..	..	3
Economics	..	..	..	2
Accounting	..	..	..	2
Business English	..	..	1	..

*In one school the course was three years.

Table XXVIII

Distribution of mathematics, history and science according to years. Based on reports of thirty-five schools*

MATHEMATICS

Year	Algebra	Geometry	Solid Geometry	Trigonometry
I	29	..	..	..
II	7	24	..	..
III	12	15	..	..
IV	3	..	8	14

HISTORY

Year	Ancient	Med.-Mod.	American	
I	13	3	..	..
II	6	8	..	
III	1	7	9	
IV	..	2	19	

SCIENCE

Year	General Science	Biology	Chemistry	Physics
I	8	3	..	..
II	..	11	..	..
III	..	1	9	11
IV	..	1	12	10

*In many cases it was not specified what part of a subject was taught in a particular year.

In the tables here given it is not indicated which subjects are required and which are optional. The reason for not making this distinction is that in some cases it is not known. Some reports, after listing a number of subjects, stated that others were optional — without mentioning the names of the subjects. Other reports indicated the specific subjects, in which case they were included in the tables. In general it holds good that the subjects most frequently mentioned are the required subjects, those less frequently named are the electives.

THE CLASSICAL COURSE. As we should expect, table XXV shows that in the classical course English, Latin, mathematics, science and history form the basic subjects. In the last two years the modern languages assume a more important role than they do in the first two years. They do so without, however, much prejudice to Latin, which holds its own throughout the course. Greek reaches its climax when in the third year it is offered in five schools. In mathematics, history and science it was at times not specified what branch was taken in any particular year. Table XVIII indicates, so far as is known, the years in which the various branches are taken.

THE CLASSICAL-SCIENTIFIC COURSE. The purpose of the classical-scientific course seems to be to prepare for college work in scientific, engineering and pre-medical schools. At the same time this course would be of benefit to those students who after high school will take up such work as drafting, tool designing etc. Some schools include mechanical drawing in this course. In addition to English the other studies stressed are science and mathematics, and in the last two years the modern languages largely take the place of Latin. Latin drops from ten in the first year to three in the fourth, while French rises from one in the first year to ten in the third, and German from one in the second to six in the third.

COMMERCIAL COURSE. The commercial course as a rule is of four years duration. An examination of the curriculum shows that usually the first two years are identical with the classical course; the differentiation coming only in the third year. In five cases, however, the commercial course has its own curriculum throughout the four years. It seems that this is done largely to allow a modern language to be taken instead of Latin. Even where the commercial course has its own curriculum throughout the four years, the commercial subjects, as such, are not stressed until the third and fourth years.

The preponderance of the four year over the two and three year commercial course is an outcome of the realization that a mere knowledge of bookkeeping, stenography and typewriting is not sufficient equipment for really efficient office work. If advancement is to be expected the person taking up such work must have sufficient knowledge and breadth of view as to visualize above the routine of the office the larger aspects of a business, and to manifest some personal initiative. It is in an attempt to develop these qualities to some extent that the pupils are urged to take the four year commercial course.

DETERMINING THE CURRICULUM. The effort to learn what method was used to determine the curricula now existing in the various schools here studied, resulted in rather meager information. A number reports indicated what means were used, without giving a further description. The various factors that determined the curricula of the schools may be grouped as follows:

1. The wishes of the parents as determined by a survey.
2. The opinion of educational authorities.
3. The practice of public schools in the community.
4. Local industrial conditions.
5. The number of pupils who in the past entered college after high school.

One report stated that the curriculum was determined largely by the fact that the school had facilities for only two courses. The classical and commercial courses were chosen. This condition likely prevailed in other schools, especially smaller ones, where facilities were limited.

On the basis of the information at hand it is not possible to enter into a discussion and evaluation of the various methods. However, one observation may be made concerning the last named method, viz., being guided by the number of pupils who in the past entered college after high school. One specific case is known where a central high school for boys was planned to replace several parish high schools. In order to determine what kind of a curriculum to offer, a study was made of the pursuits of the high school graduates for some years back. It was found that a very high percentage of the boys who graduated entered college. On the basis of this finding it was decided to have in the new school but the one course — allowing some variation — which would prepare for college. Prescinding now from this particular case, the method is to some extent fallacious. If in the past the schools offered only a college preparatory course, the mere fact that a large per cent of the graduates entered college, would not necessarily mean that the schools were meeting the needs of the community. It is entirely possible that many students, who had no intention of going to college, dropped out before completing the course, and these same students might have finished the four years had the courses been more suitable to their needs. Hence in applying this method care must be taken that false conclusion be not drawn.

Among the reports stating that local industrial conditions helped determine the curriculum was one received from the Central Catholic High School, Johnstown, Pennsylvania. Inasmuch as Johnstown is a highly industrial center it might prove interesting to see how they endeavored to meet this situation. The high school itself is medium sized, accomodating 550 pupils — boys and girls. It was built by the combined efforts of eleven parishes. Three courses are offered. They are the general or academic, (which we have grouped, in the tables previously given, under the 'classical' course); the scientific, (which we have called 'classical-scientific'); and the commercial course.

In response to a special request, Rev. Thomas Cawley, S.T.L. principal of the school, gave a statement in which he outlines the principles which guided them in formulating a curriculum which would meet the needs of the pupils, which needs are based largely on local industrial conditions. The letter says in part:

> "The chief effect of local industrial conditions on the forming of our curriculum was this: Our commercial course is a four year course. By this I mean that students are not permitted to take the commercial subjects until their junior year. In view of the fact, however, that many of the families in this locality can not afford to keep their children in school until the end of the twelfth grade, we provided that worthy cases would be permitted to take such commercial subjects, excluding some subjects of the regular course, if necessary, as would fit them for being of some financial help to the home at the earliest opportunity. Other than this, our plan has been to offer those subjects especially which we believe will best fit our graduates for life in this community, which contains just one large industry — steel. This was our primary aim, due to the fact that a very small percentage of high school graduates here are able to go to college. A secondary aim of course, is to fit the chosen few, who will go to college, for the work they will find there.
>
> It is my opinion that the course our students receive prepares them as well as a high school can for the positions open to them. As regards our commercial course, although it has not as yet been tested by the record of graduates, I have sufficient reason to feel that it is a first class course. I would have no hesitance whatever in claiming that graduates from this course in

our school will give first class satisfaction, as far as any commercial student gives satisfaction in his calling. As regards our general course, I have the same opinion, based on the two following facts: Our course is as difficult for the student as it can be made under present circumstances. A more than ordinary amount of study is required to satisfy its demands. We are meeting with ordinary success in getting a response from the students, and we feel that this will, besides developing the mental muscles which will be called upon to withstand the struggles of life, give our students *industry*. Secondly, in the manner of presenting the subject matter, and in other activities, not directly contained in the subjects we endeavor by every possible means to give the students as much *private initiative* as possible. These are our aims, because we are of the opinion that private initiative and industry, taken in conjunction with the amount of knowledge a student can obtain in a hard course, when he studies, will be unfailing aids to success in the positions open in this locality, as they must be unfailing aids to success in practically every walk of life.

" 'If they were financially within your reach, would you include more vocational and technical courses, as being more useful to those students who, after high school, will seek work in Johnstown?' "

"To this question, urging you to remember that my experience is not too broad, at the present time I would answer: No. My contention is this: Any vocational course necessarily limits a student's possibilties for after life. The percentage of students who enter one vocational course or another, and later discontinue it, or if they complete it, do not work at their trade, is uncomfortably large. As far as I know, the actual practical good that results from such courses, in the experience of various employers, does not justify the expenditure of time on the part of the student, and of money on the part of the community, which is needed to provide these schools, or courses. Finally, money from the general fund in this case is used to benefit the very few comparatively, where it should be used to the benefit of the majority, by training them along such general lines as will fit them to make a satisfactory start in life and follow it up with comparatively rapid advancement. To me it seems that the second or third

year of high school is an uncertain time for a boy, or his parents, or, in many cases, the school authorities, to decide confidently and finally the kind of work in which the individual will spend the rest of his days. I would much prefer to meet any requirement that might exist here by providing a very limited number of elective subjects of a vocational or technical nature, and by careful guidance to avoid as many mistakes in individuals selecting various subjects as possible."

VOCATIONAL GUIDANCE. Fourteen schools stated they were making some effort to give vocational guidance. Two were girls' schools, the rest either boys' or mixed schools. As to the means used six replied that such guidance consisted in conferences with advisers; three said it consisted of talks by professional men. Two schools give a semester or more to the study of the different occupations.

THE AFFILIATED HIGH SCHOOL MOVEMENT. The increase in the number of high school pupils has been paralleled by a raising of standards in the high school curriculum. Among the influences operating to this end must be mentioned the work of the Committee on Affiliation of the Catholic University of America. The impetus for this movement came during the first session of the University Summer School in 1911, when a number of Sisters expressed a desire to have their schools affiliated with the University in preference to arrangements that might be made with other Universities. Acting upon this wish the Trustees of the University, at their meeting April 17, 1912, prescribed the conditions according to which colleges and high schools would be affiliated.[1]

At first the list of affiliated schools was small, but as more schools were able to meet the required standards, the number of such schools increased. At the present time there are 259 affliated high schools and academies, and 55,343 examinations were given during the past school year.[2] The subjects in which schedules are offered are religion, English, Latin, Greek, German, French, Spanish, Polish, history, mathematics, chemistry, geography, business law, economics, commercial arithmetic, music and logic. Subjects are added from time to time upon application from a sufficient number of affiliated schools.

This is the first attempt that has been made to organize on a systematic basis the Catholic high schools. The aim throughout has been to allow the schools the greatest possible freedom consistent with the preparation required for entrance into institutions

of higher learning. While the establishment of definite requirements has had a direct effect upon the raising of standards in the Catholic high schools, the affiliation movement has likewise had an indirect influence for the betterment of Catholic secondary education. In the Rector's Report of The Catholic University for 1926, (p. 61-62) there are enumerated a number of articles of practical value to high school teachers. These articles appeared in the various numbers of The Catholic Educational Review and were inspired directly or indirectly by the affiliation movement. The Review also sets apart a section dealing with affiliated high schools and colleges. In this way the work of the Committee on Affiliation has also been instrumental in adding to some extent to the literature on high school education.

VISUAL EDUCATION. It is a sound principle of educational psychology that a thing seen is likely to be remembered better than if it is merely heard or read. Some schools have made use of this fact and have introduced the moving picture and stereopticon slide as an adjunct to instruction. Of the schools here studied eighteen make use of visual education, thirteen do not and four did not reply.

PHYSICAL EDUCATION. While history records examples of persons who achieved greatness despite physical affliction, no one would argue that poor health, as such, is conducive to success, whether in school or in after-life. It is now realized that the failure of children in school can at times be traced partly to physical ailment. Educators now consider the physical well-being of the child worthy of educational attention. This is necessary because of changing social conditions. As the refinements of civilization encroach more and more upon the natural mode of living, it becomes necessary to supply by artificial means what previously was taken care of naturally. Formerly when the pupil had to walk a long distance to school, help with the work around the home, etc., a specific physical training at the school would have been superfluous. Today for many children especially in the cities, conditions are quite different. For this reason educators feel that it is necessary to provide physical education in the school. Among the thirty-five central high schools, twenty-five provide physical education, six do not and four did not answer.

If we compare the number of schools giving physical education with the number of times this subject is mentioned in the tables dealing with the curriculum, we note a discrepancy. Twenty-five schools claim to give this course, although in the tables enumerating the various subjects it is mentioned but nine times at most.

This difference is likely due to the fact that some schools consider it as a part of the curriculum, and others as an extra-curricular activity.

It is worthy of note that health instruction, apart from physical education, was mentioned but three times. It is possible that in some schools the care of health is included in the physical education program. The latter, to be complete, should embrace definite instruction on the care and preservation of health, together with physical exercise, which is but one means to the attainment of this end.

COMPETITIVE ATHLETICS. By the term competitive athletics is meant games such as baseball, basketball and football. Twenty-five schools maintain such athletics. This includes both intra-mural and inter-scholastic games. This is the same number of schools as provide physical education. Most schools have both physical education and competitive athletics, although a few have only one or the other.

In fourteen schools athletics are self-supporting, in seven they are not and four did not reply. Some schools mentioned the various sources from which revenue is drawn for the support of athletics, and the means by which deficits are made up, when the income from this source is not sufficient to pay expenses. The following list mentions these sources and gives the number of times they were named. It includes schools in which athletics are self-supporting and those in which it is not. In any one case more than one method may have been used.

SOURCE	CASES
Dues from Athletic Association	8
Gate receipts	6
Donations	5
General fund of school	2
Social functions	2
Dramatics	1
Alumni Athletic Committee	1
Student activities	1
Rent of gymnasium	1

OTHER EXTRA-CURRICULAR ACTIVITIES. Sixteen schools mentioned that extra-curricular activities, apart from athletics, are maintained. The following enumeration will give a general idea of the nature of these activities: dramatic clubs,

debating societies, school papers, French and Spanish clubs, literary societies, mission societies, orchestra and band, press clubs and the Assembly. The production of a year book, and the holding of inter-school contests in curriculum branches also were mentioned. Dramatics, orchestra and band, and debating clubs are apparently the most popular, since they were mentioned most frequently.

On the subject of extra-curricular activities it may be well to outline a few of the principles underlying this feature of the school. Although quite recent in its origin, it has already assumed an important place in the high school. Up to a time, not far remote, the training of the intellect — and in denominational schools, the teaching of religion — was considered the aim of education. The social and physical well-being of the pupil was largely neglected. Formal instruction was the means employed, and the passive acquisition of knowledge was deemed sufficient.

With the advance of psychological study it is now realized that there are many spontaneous interests and activities of adolenscents which can be of the utmost educative value if properly guided and directed. These interests vary with the individual. For one it is music; for another, literary composition; for a third, organization and leadership. With the formal curriculum the pupil must adapt himself to it, and rightly so, since in each branch there is a definite objective to be attained. But knowledge once acquired tends to express itself, and the manner of expression will vary with the individual, according to his talents, interests and inclinations. In the modern school an avenue for self-expression is opened by means of these extra-curricular activities. Arising out of the spontaneous interests of the pupil, more informal and plastic in their nature, they are easily adapted to the needs of the individual and the group.

Such activities will attain their best results if they are based on the curricular subjects, and are a natural outgrowth of them. Pupils take to activity more readily than to the passive process of listening and studying. If these extra-curricular projects are sufficiently correlated with the regular studies, they will be an added incentive to the pursuit of the latter. The very desire for self-expression is a motive to acquire that which later is to be expressed. The desire to contribute to the school paper, for example, spurs one on to attain the necessary proficiency in English.

These activities, however, need careful guidance on the part of the teacher, or other person who has charge of this work. There is danger that the enthusiasm of youth may carry such activities to extremes, and not only loose all educative value, but react harmfully to the entire school program. On the other hand there is another danger that must be avoided. They must not be so restrained and controlled as to destroy that initiative and spontaneity out of which they arise. If this is done they become nothing more than a part of the regular curriculum and defeat the very purpose for which they are ordained.

(1) Affiliation of High School and Colleges, 1926, p. 3.

(2) The Rector's Report of the Catholic University of America, 1926, p. 60.

CHAPTER VII

RELIGIOUS INSTRUCTION

Since the teaching of religion is the reason for the existence of the Catholic school an effort was made to obtain data on some of the more important phases of this subject. As the present study had for its object a general survey of the central Catholic high school, it was impossible to go into any one phase of the subject as thoroughly as would have been the case had the scope been more limited. One of the studies in progress at the University of Notre Dame has confined itself to the high school course in religion and its data are naturally more extensive.[1] Here, our purpose has been to see if in general the conditions in the central Catholic high schools are about the same as in other Catholic high schools and academies, as revealed by the Notre Dame survey. Furthermore, since the teaching of religion, especially in the high school, is a topic that is engaging a great deal of attention on the part of Catholic educators, rather liberal use will be made of some of the results obtained at Notre Dame, which may serve to bring this important subject to the attention of some who have not seen the original bulletins.

TIME ALLOTMENT. The first information sought was the number of periods per week devoted to religious instruction. For the purpose of comparison the figures obtained at Notre Dame are also given. The information obtained in the latter survey was from a two fold source; first, an examination was made of available literature dealing with the high school course in religion; secondly, a questionnaire was circulated among priests, Brothers and Sisters attending a summer session at the University. These teachers represented every type of secondary school. Since, however, the number of central Catholic high schools is very small

in proportion to the entire number of other Catholic secondary schools, it is not likely that more than one or two central high schools were included in the Notre Dame survey. Hence the two studies may be safely regarded as representing different types of schools. The Notre Dame replies on the subject of time allotment embraced seventy-one schools. One reported that six periods per week were given to religious instruction. In our own survey no school reported more than five periods per week, hence for the sake of comparison the one school in the Notre Dame report is not included in the following. Eliminating this school gives a total of seventy, which is exactly twice the number in our own study. The comparative figures showing the number of periods allotted to religious instruction are as follows:

TABLE XXIX

Time Allotment for Religious Instruction

Periods Per Week	5	4	3	2
Notre Dame Survey 70 Schools	46	7	1	16
Central Catholic High School 35 Schools	23	4	5	3

All central high schools reported that religion is carried in each year of the course. The above figures show that most schools included in both studies give religion five times a week, that is, every school day. The Notre Dame figures based on twice as many schools show twice as many giving religious instruction five times a week. With regard to those schools giving such instruction only twice a week the Notre Dame figures are proportionally larger. This would seem to indicate that the central Catholic high school tends slightly to increase the frequency of religious instruction, although the small number of schools in both cases makes generalization impossible.

CREDIT FOR RELIGION. Some central Catholic high schools give credit for religion, which is valid towards graduation, while other schools do not give such credit. The figures are as follows:

GIVE CREDIT	DO NOT	NO REPORT
15	14	7

This difference in practice on the part of the various schools is due to the attitude of the colleges and State Departments to which the high schools are accredited. Some accept credit in religion as valid subject matter for graduation while others do not. The following question was asked: "Do the colleges to which you are accredited allow credit for religious instruction?" The answers were:

YES	NO	SOME DO	NO REPORT
7	12	2	14

The heading "some do" means that the two schools listed under it are accredited to a number of colleges some of which allow credit for religion while others do not. Those institutions specifically named as accepting such credit are The Catholic University of America, The University of Minnesota and The Board of Regents of the State of New York. All three were mentioned more than once. One report said that the State of Indiana allows credit which is accepted by all colleges in the State. This, of course, is not a complete list; it merely represents those institutions to which are accredited those central Catholic high schools furnishing information on this subject. This failure on the part of all colleges and State Departments to accept credit for religion places an extra burden on Catholic school pupils. They must carry the course in religion in addition to the ordinary branches demanded by standardizing agencies. This, however, is less serious than the depreciation in respect for religion which such a practice may beget in the mind of the pupil. At a time when youth is most impressionable it cannot help but feel that religion is of lesser importance since it is the only subject in the curriculum for which no credit is given. Instead of being a leaven which should permeate the entire curriculum, it may, in the mind of the pupil, be relegated to a position outside the pale of the regular studies. The school may unconsciously confirm this impression by placing religion at a "fatigue period" — a time when the easier and less important subjects are taken. The increasing frequency with which non-Catholic educators are pointing out the need of religious instruction gives rise to the hope that as a practical means of stimulating such education the colleges may be induced to accept credits for work in religion.

ATTENDANCE AT MASS. The following results were obtained in answer to the question, "Is attendance at Mass required?":

YES	NO	NO REPORT
7	26	2

Of the seven schools requiring such attendance the frequency is as follows:

FREQUENCY	NO. OF SCHOOLS
Once a week	3
Daily in Lent and October	2
Daily	1
Two times a week	1

The fact that most schools do not require attendance at Mass is not necessarily a sign of indifference in this matter. Some stated that the lack of a chapel was the reason for this non-requirement. Others said that they considered this as pertaining to the individual parishes.

RETREATS. Spiritual retreats are given in the various schools as follows:

YES	NO	NO REPORT
20	11	4

The frequency of retreats was not asked though it is probable that in most cases it is annual. Although it was not asked some schools volunteered the information that they considered this to be a purely parish affair.

TALKS ON RELIGIOUS SUBJECTS. Another point of information sought was whether or not talks on religious subjects were given by persons other than those on the faculty. The answers were:

YES	NO	NO REPORT
23	4	7

One school stated that it was contemplating a plan for such instruction. In most cases these instructions are not part of a definite plan, but are given by visiting members of the clergy as the occasion offers itself. In a few schools conducted by religious communities the chaplain gives these talks at regular intervals.

RELIGIOUS VOCATIONAL GUIDANCE. Thirty schools reported that they make an effort to give the pupil guidance in the matter of a religious vocation. Various methods are used. In some cases the pupils are dealt with in groups; conferences and instructions upon the subjects being given from time to time. In other schools efforts are more or less confined to those individuals who seem likely to have a vocation. In most cases both methods are used. Several schools stated that priests are asked to give a series of talks upon this subject. A few observe "vocation week." Another, and a most efficacious means, is to direct the reading of the pupil. It requires on the part of the one so directing, a knowledge of the likes and dislikes of the individual pupil, together with a broad acquaintance with literature suitable for adolescents. This knowledge is not so commonly found, and may account for the fact that this method was reported as used in only five cases.

TEXTS. The following list gives the names of the texts used in the religion course. Some are used as basal texts, others for supplementary reading. Thirty reports mentioned the name of the texts, one said that no text was used and four did not answer.

TEXT	SCHOOLS
Christian Brothers' Catechism	16
Deharbe's Catechism	8
Visible Church, Sullivan	6
New Testament	5
Baltimore Catechism	2
O'Brien's Catechism	2
Church History (Society of Mary)	2
Question Box, Conway	2
Faith of Our Fathers	1
Catholic Religion, Martin	1
Church History, Wedewer and McSorley	1
Perry's Instructions	1
Church History, Oechtering	1

Of the sixteen schools in which the Christian Brothers' Catechisms are used only four are taught by the Christian Brothers. The wide variety of texts used, and this same condition was revealed in the Notre Dame survey, would seem to suggest that no one text was entirely satisfactory. The reply of one teacher, "help us find one," perhaps represents the mind of many another teacher.

Of late years many educators have felt that we have not been as successful in the teaching of religion as we might have been. In the annual meetings of the Catholic Educational Association and in Catholic educational periodicals dissatisfaction is expressed in no uncertain terms. As an illustration the following words of Rev. Thomas E. Cullen, D.D., Rector of the College of St. Thomas, St. Paul, Minn., may be quoted:

> "Many thoughtful teachers and pastors in the Middle West are apprehensive that our methods of teaching religion are twenty years behind the times. For over one hundred years we have now been engaged in conducting secondary schools and colleges and we are yet face to face daily with an adverse public opinion that takes form in the "Ku Klux" and similar organizations whose ignorance of Catholic faith and practice is abysmal. I consider that it cannot be successfully denied that, generally speaking, outside of the true fold the Catholic religion in America is today an unpopular ethic. How long will our young people remain loyal to a religion that is nationally unpopular? How long will they continue to profess allegiance to a religious body against which there is launched continuously a persistent and aggressive propaganda? May we reasonably claim that our schools have succeeded when we are face to face with such adversely bitter antagonism? The Knights of Columbus may be selected as a fairly representative cross-section of American Catholic business and professional life. Its membership is presumed to be made up of men who are typical of Catholic thought and enterprise. I believe that it cannot be successfully gainsaid that the exhibition which they give of a lack of knowledge of Catholic principles is at least discouraging. Can we claim to be teaching religion successfully from our pulpits and class rooms when we find so large a fraction of our Catholic manhood possesses no fuller knowledge of the faith than is ordinarily required for the reception of the Sacrament of Confirmation?"[2]

The fault ordinarily found with the present method of teaching religion concerns mostly the text and the content of the course. In the Notre Dame survey the text was most frequently mentioned as a point of weakness in the course in religion. Some of the comments were as follows:

"Lifeless, poorly adapted texts."

"Our textbooks are not alive and we are too slavish to deviate much."

"Inadequacy of textbooks."

"I do not think that there are texts on religion or Church History within reach of high school pupils which are gotten up with the interest or appeal of modern texts on other subjects."

"We are not satisfied with any of our textbooks. They do not arouse and hold the present-day pupil."[3]

The basic text in most courses in religion is the catechism, which aims to state in precise terminology the doctrinal and moral teaching of the Church. Its makeup is in reality that of a textbook in theology boiled down in an endeavor to reach the mentality of the pupil. The skilled teacher with a breadth of vision and sufficient knowledge will endeavor to correlate these teachings with the actual problems the pupil meets in everyday life, and likewise bring to the knowledge of the pupil something of the history, liturgy, missions and social work of the Church. But the teacher who attempts this is at the outset confronted with a lack of suitable literature. There are a few books, some of which are listed above, which, although not always specifically prepared for this purpose, may be so used. If they are used as texts and the pupil is compelled to buy several different books for the religion course alone, it represents an item of expense which in practice cannot be overlooked. Furthermore, the search after suitable material requires a great deal of time which some teachers do not find available. The result is that in some cases the course in religion degenerates into a study of the questions and answers of the catechism. The memorizing of didactic statements of fact and their logical inferences is not calculated to arouse much interest on the part of the youth of high school age. It is little wonder that teachers complain at times that pupils are not interested in courses in religion. A big step in

the solution of this problem will be taken when a certain amount of such correlated matter is presented in the text itself, together with reference to other materials which may readily be consulted. As one of the Notre Dame Bulletins says:

> "The possibilities in the field of textwriting for the high school religion course are hardly realized, but in the mean time much work must be done in deriving standards for evaluating textbooks in religion, and the course itself must be more thoroughly explored for new materials and new correlations with adolescent interests and with the secular studies."[4]

In the American system of education the textbook largely determines the content of any course. If the text itself is not satisfactory it may be surmised that the same will hold good for the content of the course. This is actually the case with the course in Catholic high school. The main trend of criticism is that while teaching dogma, moral and church history, there is too often a neglect of the activities of the Church in other lines. On this point we can do not better than again quote from the Notre Dame Bulletin which says, in discussing some data on this subject:

> "The relative neglect reported for such elements as the life of Christ, the lives of the Saints, liturgy, social work and the missions, enables one to understand and sympathize with the appeals made by various Catholic educators for a greater emphasis upon these subjects in our high schools. Statistics of the above sort show that such educators are not making pleas for the obvious nor fighting windmills. Some schools appear to filling their courses with reviews of elementary doctrinal topics while neglecting the enriching materials which lie within easy reach."[5]

Another weakness of our religion course is that it fails to make the pupils realize that as Catholics they are members of a world wide, living organization exerting a definite influence on many affairs. But that influence could be greatly increased if Catholics would unite for more concerted action. At the present time many false principles are being expounded and the attempt is made to settle problems by means which we Catholics feel are bound to fail. Furthermore, we believe that very often the Church can point out the true solution. But what are we doing

to get our viewpoint before the non-Catholic public? The day is past when the influence of the individual acting alone can make itself effectively felt. It is often said that Catholics will not unite except on matters of Faith. May this not be due to the fact that in the educative process we have neglected to stress the necessity for concerted action in the attainment of those things which can be reached only by such means? On this point Rev. Dr. John M. Cooper of the Catholic University of America well says:

> "We should bring vividly before our students what the Church has done for humanity, not only in the Middle Ages, but throughout the centuries, . . what she has done and especially what she is doing, for instance, to ennoble womanhood, to foster charity, to enhance respect for human health and life and dignity, to uproot degrading and deeply anti-social superstitions, to promote civic and international justice, to protect labor, to encourage wholesome play and recreation, to strengthen and purify the home. . . During the high school years should we not lay special emphasis upon collective responsibility in moral matters? Under our complex modern living conditions we need to take special account of anti-moral conditions that are remediable but remediable only through unselfish collective action and teamwork."[6]

While no one would claim that we have made an entire failure of the teaching of religion yet it is quite evident that much of the criticism upon this subject is well founded. And it is this criticism which gives best promise for the future, it shows that thoughtful interest is being taken in the subject. When dissatisfaction is born of a realization of present deficiencies the needed remedy is more likely to be sought. This is precisely the case with the course in religion. Already a considerable amount of research work is being done and experimental courses conducted. In addition to a number of other efforts the following have already attained prominence:

1. "The Christian Brothers' course in Christian Doctrine for high schools."
2. "The course prescribed by the Catholic University of America for its affiliated high schools."

3. "A course for Columbia College Academy, Dubuque, Iowa."

4. "A course for the preparatory school of St. John's University, Collegeville, Minnesota."

5. "A course for the high schools of the diocese of Albany."

6. "A course for the high schools of the diocese of Brooklyn."[7]

Whether any one of these courses will ultimately meet with more or less universal adoption it is impossible to say. The serious work on the part of so many persons warrants the belief that before long there will be available a course in religion more suitable to the needs of the high school pupil.

Having outlined the principal features of the central Catholic high school with regard to religious instruction, we may ask the following question: Is the central Catholic high school meeting the religious needs of the pupil? In view of the criticism leveled against our present methods of teaching religion it would be folly to claim that central high schools are exempt, and that they are adequately fulfilling this obligation. On the other hand an assertion that our present instruction is a complete failure would be equally misleading.

Schools that devote four to five periods per week to religious instruction, as most of our central high schools do, cannot be accused of not allowing sufficient time for formal instruction in religion. However the number of class periods per week devoted to such instruction is not necessarily an indication that the school is either meeting or failing to meet the religious needs of the pupils. Two periods per week, as found in three central high schools, does seem to be a meager allotment of time to religious instruction. But on the other hand if the school is permeated by a religious atmosphere, and religious practices inculcated, such a school may be giving a religious training better than another which gives but four or five periods of purely formal instruction. In the high school age when the ideals of a life time are largely formed, religious *training* is more important than religious *instruction,* remembering always that the latter must serve as a basis of the former.

In endeavoring to answer the question proposed above, it seems from the data available, that the same must be said of the central high school as of other Catholic high schools. Whatever deficiencies exist are due in most cases to the *kind,* rather than the *amount,* of religious instruction, and the lack of sufficient emphasis upon religious practice. But if the present efforts of those who are trying to reorganize the religious curriculum are successful, these defects should in time be remedied.

(1) Cf. the Research Bulletins issued by the School of Education, University of Notre Dame.
(2) Proceedings of the Catholic Educational Association, 1924, p. 177-178.
(3) Research Bulletin No. 1, 1924, p. 18.
(4) Op cit p. 19.
(5) Op cit p. 23.
(6) Proceedings of the Catholic Educational Association, 1923, p. 212-213.
(7) Research Bulletin No. 2, 1925, p. 10-11.

CHAPTER VIII

SUMMARY AND CONCLUSION

It may be well to sum up briefly the principal features of the central Catholic high schools that have been brought out in the present work. Although the first school of this type was founded thirty-five years ago, a general movement towards such schools has been quite recent. Two-thirds of them have been established in the past ten years, and the number is increasing each year. At the present time there is a rather wide diversity in these schools. This is due partly to the difference in local conditions to which the school must be adapted. Another factor has been the lack of precedent that could be used as a guide. The movement is still to a large extent in the experimental stage.

Of thirty-five schools, twenty are separate and fifteen co-educational. Seventeen are free; eighteen charge tuition, which ranges from $2.00 to $7.50 per month. The average cost, based on current expenses only, of educating a pupil in the central high school is about $40 per year. The cost is slightly lower in the larger schools, and a little higher in the smaller schools. In boys' schools the cost is about $42 per pupil, and in girls' schools $32 per pupil, per year. Six schools furnish free text books; twenty-seven do not.

There is a total of 13,104 pupils in the thirty-five schools. The number of teachers is 549, divided as follows: priests 42, Brothers 144, Sisters 292, laymen 54, laywomen 17. There are on the average a little less than 24 pupils to the teacher. The average number of teachers to the school is a little less than sixteen. Fifty-six percent of the teachers have academic degrees, and many more are working for them. Thirty-one schools are fully accredited, and one is partially accredited.

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In size, most of the schools will fall into one of two groups. Either they are small, relatively speaking, with less than 300 pupils, or mediumly large, with 500 to 800 pupils. The cost of the building ranges from $60,000 to $1,000,000. Judging by expenditures for laboratories, most of the schools that reported on this subject, seem to be well equipped in this regard, although naturally there is room for improvement in particular cases. Twenty-five schools have auditoriums. Twenty-two have gymnasiums. Twenty maintain cafeterias. The cost for lunch ranges from about ten cents to forty cents or more, according to what the pupil cares to spend. The average cost is about twenty cents.

The number of courses given in the various schools ranges from one to eight. Five offer but one course; most of them have two or three. Besides the general, or what we have called the classical course, the commercial course usually forms the second one. If three are given, the third is usually a combination of the classical and the scientific. There is likewise a scattering of other courses in the various schools, such as English, mathematical, mechanical drawing, home economics and the like. Thirty schools use the departmental system of instruction entirely, and two more use it to a limited extent. Apart from athletics, only sixteen schools reported as engaging in extra-curricular activities.

Most of the schools give religious instruction five periods a week. All carry it through each year of the course. Seven require week day attendance at Mass, though the number of times this is required is not the same in all schools. Twenty-six do not have this requirement. Twenty conduct at least one spiritual retreat each year; eleven do not.

In regard to the methods used to finance the central high school, a distinction must be made between the *building of the school* and its *maintenance*. Apart from endowments, three methods are used to finance the *building of the school*. In several cases the school was built by a religious community, and in return the community has been given the control and operation of the school. Another method is to conduct a drive for funds, either by paid solicitors or volunteer workers. The third plan is to assess the parishes. The assessment is based on the number of pupils in the grades, the number of persons or families in the parish or finally the income of the parish.

For maintenance of the school several different plans are in operation. Some schools are endowed and free. Others are supported by tuition paid by the pupils. There are likewise schools wherein tuition is free to the pupils, the expense being borne by the parishes. The basis upon which the assessment is made is again different. In some cases it is based upon the number of pupils the parish sends to the high school; in others, upon the number of persons or families in the parish; finally upon the parish income or parish expenses.

The plans referred to in the two paragraphs above are those actually found to be used in the schools included in this survey. With regards to the methods now to be described some are actually used in the schools herein studied and others are used in schools not included in the present study.

With regard to financing the maintenance of the school the outstanding fact disclosed by the present study is the lack of uniformity in the methods used. This is but natural if we bear in mind that the central Catholic high school movement is still in the formative stage, and the different plans are yet on trial. It may be well however to outline the principal advantages and disadvantages of the various methods.

1. If the parishes are assessed according to size, i.e., the number of families or children in the school, the larger parishes will naturally bear the heaver part of the burden. This may not in all cases be a just arrangement, as for example, in the case of a parish composed of poor people, or if the parish is heavily in debt or engaged in a building program.

2. If the parishes are assessed according to income, the question arises as to what should be considered the income — the ordinary revenues or the total income, including both ordinary and extraordinary. If extraordinary are included this does not give a fair estimate as to the true financial status of the parish, since it may happen that during such a year the parish conducted a campaign for a building fund, or to pay off a debt, etc. This difficulty may be overcome to some extent by striking an average from the income for say the past five years.

If the extraordinary are separated from the ordinary revenues a more accurate result is obtained as to the financial state of the parish. Yet this method is not without disadvantages. A large income may be counterbalanced by a large debt, so that such a

parish is really less able to pay than another parish having a smaller income but with little or no debt. Furthermore this system permits of a certain amount of juggling of figures as to what constitutes ordinary and extraordinary income.

3. Another method is to assess the parishes according to the number of pupils the parish sends to the high school. This is open to serious objection. A large parish composed of poor people with large families may have a big enrollment in the high school. If the parish were assessed accordingly it may put a burden on the parish out of proportion to its financial condition. Furthermore it presents a temptation to conserve parish resources by discouraging attendance at the central high school.

4. A different procedure is to fix a budget as to the operating expenses of the school and portion this out among the various parishes, basing the assessment on the ordinary expenditures of the parish. An estimate is then made as to the cost of educating each pupil, and on this basis each parish has the right to send to the high school as many pupils as would be paid for by its assessment. If for example the assessment for a given parish was a thousand dollars and the cost of each pupil was fifty dollars, the parish could send twenty pupils to the high school. If the number of pupils now exceeds this allowance the parish pays for each additional pupil. One advantage of this method is that it gives a more accurate judgment of the financial status of the parish, since the ordinary expenditures of a parish can be determined more precisely than the income. It has this disadvantage that it gives an opportunity to discourage attendance at the central high school if the number of pupils runs over that allowed by the quota based on the assessment.

5. A different method in use is the following: A religious community undertakes the building of the school out of its own funds, together with the operation of the school with its own staff of teachers. The diocese guarantee it an exclusive territory so that other schools will not be erected nearby. The school then charges tuition, which takes care of the current operating expenses and likewise pays off gradually the initial investment. One disadvantage of this plan is that it still remains a tuition school, while the present tendency is towards free schools. This much must be said in its favor that the initial burden of building the school is not placed on the people at once, but distributed over a number of years.

6. The following method which also takes care of both the erection of the building and the maintenance of the school is now being tried out. The building and operation of the school are entrusted to a religious community, which also supplies the faculty. The community builds the school at its own expense. The diocesan chancery reimburses the community at a definite rate for each pupil. The rate is such that it will cover the cost of current maintenance and allow the community to pay off gradually the initial investment. When this has been liquidated the rate per pupil is then to be readjusted — this being the agreement between the diocesan authorities and the community .

In order to secure funds to pay the community the chancery assesses the parishes, the basis being the ordinary parish expenditures. Whenever a direct application of this assessment would be unfair to a given parish, an adjustment is made, after taking into consideration all factors. In virtue of this arrangement the parish with a large debt and another with little or no debt are not equally assessed even though they have about the same expenditure per annum.

Time alone will tell whether or not this plan will prove successful but it appears to the writer to be as good as any yet devised. It has this advantage that it does not put the initial burden of the building on the parishes at one time. The basis of the assessment is objectively fair, while the provision for adjustment in particular cases removes the disadvantage that comes from a flat rate of assessment. Furthermore it does not offer the temptation to discourage attendance at the high school as a means of saving parish resources.

As mentioned previously the central Catholic high school movement is still in the formative state and there can be no doubt that the movement will continue to develop and expand. This is all but the unanimous opinion of those who, in the present study, have expressed themselves on this point. The following question was asked of the central high school principals: "Do you think the central high school is destined to supercede the private or parochial high school as the coming form of Catholic secondary school?" Twenty-nine answers were received, and of these, twenty-eight were in the affirmative.

One principal replied in the negative, and gave as the reason: "Too difficult to finance; pastors of some parishes refuse to pay tuition; we are not permitted to accept tuition from individuals. Most pastors want to run their own parochial high schools." The

school from which this reply was received is connected with a single parish, but receives pupils from outside parishes. It is evident from the few remarks made that in this particular case difficulty has been experienced in financing the school. This is not unusual in such cases. At best it is an argument, not against the central high school as such, but against the plan of having it connected with a particular parish.

Since with this one exception the replies were unanimous, we may accept it as the opinion of those perhaps best qualified to speak on the subject, that the central high school will to a large extent replace the private and parochial high school. This does not mean that the other schools will cease to exist. There are many places not large enough to support a central high school. Furthermore there will always be room for the private school, just as outside the Catholic system there are many private secondary schools, though the majority of pupils patronize the public schools. So it will likely be in the Catholic system. In cities or communities where there are more than one parish, the more common form will likely be the central high school, though some pupils will prefer another form of Catholic school.

Another question asked was: "Do you think the central Catholic high school is able to provide the kind of education the people of your community desire for their children?" Twenty-eight replies were received and all were in the affirmative. Several qualified their answers by stating that more vocational subjects would have to be provided. Another said that with the exception of trade schools, the central Catholic high school could give the kind of education desired.

A word may be inserted here on the junior high school. Although this study was confined to senior high schools, it was thought desirable to secure an opinion on the possibility of junior Catholic high schools, in case they should become desirable. Several questions were asked on this point. One was as to whether the junior (public) high school was established in the city. Twenty-three replies stated that it was already established, four answered it was not. As to any effect it had upon the central Catholic high school, seventeen replied that it had none, so far as could be noticed. One said it did in this that it was inclined to draw the pupils of foreign-born parents. It was finally asked "If the junior high school movement becomes general, do you think we shall be able to maintain junior Catholic high schools?" The replies were : yes, twenty; no, two; undecided, two.

We have already seen that it is the opinion of those engaged in central high school work that this type of school is destined to further development. It may be well to consider the reason for this belief, and to present the arguments that can be adduced in its favor. Most of these arguments have already been advanced at one time or another, hence it will be sufficient to outline rather than develop them at length. They will be considered under different headings according as they affect the school.

Building and equipment. In regard to building and equipment it is obvious that the central high school is a matter of financial economy. Individual parish high schools, with a given expenditure, certainly cannot place at the disposal of the pupil the same equipment that would be possible if they were to combine resources. In auditorium, gymnasium and laboratory facilities there is a needless duplication of expense. In heating, maintenance and janitor service there is again a certain amount of unnecessary wastage, especially if the parish high school is in a separate building from the grade school.

There is another point to be considered with regard to the building, or more particularly, its location. The shifting of population, characteristic of so many of our cities, may leave a parish high school with a remnant of a once large student body, long before the building is outworn. While this drifting away process may happen to any one parish, it is less likely to happen to a group of them. For this reason the central high school would be less susceptible to such influence, and would for a longer time remain within reach of a large student body.

Administration. From the point of view of administration there is again much duplication of effort in having a number of schools, which could readily be consolidated into one. To run a modern high school efficiently the principal should be free from teaching responsibility. The desirability of fewer teaching principals is voiced from time to time in Catholic educational circles. At best it is difficult of attainment. Even in the central Catholic high schools here studied, only twelve out of thirty-two principals were found to devote full time to administration. What the figures for the other types of Catholic schools are we cannot say. We may be sure, however, that in the smaller schools fewer principals will be found devoting full time to administration. Of course, we must remember that in small schools the amount of administrative work will seldom justify a full time principal.

The fact that teaching is required of most of the principals of central high schools is due to the fact that some of the schools are quite small. However, the tendency is now to build larger schools which will make possible more full time principals. Hence, instead of having a half-dozen or more principals dividing their time between administration and teaching, the central high school will concentrate the administrative work into the hands of one person, who can be specially trained for the work.

The need of specialized teachers. The wide-spread use of the departmental system of instruction is the result of the need for specialized teachers. This latter need arises fundamentally from the broadening of the curriculum, which makes it impossible for the average teacher to master all the subjects taught in any one class of a modern high school. As to the qualities necessary for a good teacher the following is worth quoting:

> "A teacher who is just ahead of her class, and no more, has no usable knowledge. She is always on the alert to being trapped and cannot give that swing to her mental muscles which means freedom and power; — she is cramped, hampered, hindered and perhaps she would be greatly surprised to know that her pupils, and others who come in contact with her, are just as awake to the conditions as is she herself, no matter how hard she strives to hide them; in fact, her endeavors to conceal them give her an air of insincerity which is quickly detected and is even repelling. The well-taught, finely-trained, large-minded teacher never has the slightest objection to say that she doesn't know a thing; her own consciousness of her standing secures her a prestige and her frank acknowledgment of a thing unknown but advances her hold upon the minds of others."[1]

To obtain the proficiency necessary for the well trained teacher, concentration upon a few subjects is requisite. That this has a tendency to narrowness on the part of the teacher is all too true. However, the greater familiarity the teacher has with the subject should allow more time for outside reading, which would counteract this tendency, since all spare time need not be spent in the effort to keep ahead of the class.

The necessity of teachers specializing in a few branches arises also from another source. Accrediting agencies are coming to demand specific preparation in those branches in which a person

expects to teach. It becomes an extra burden to require teachers to qualify in four or five subjects. There are teachers who have certificates to teach seven or eight subjects, and this in states where conditions are most exacting, but these are exceptional cases, and cannot be expected of the average teacher.

In the smaller high schools, especially when they have less than the four year course, the number of students will not warrant sufficient teachers who are specialists in the various branches, Either the curriculum will be limited to fewer branches, or if a broader curriculum is attempted there is a possibility that the teachers will not be properly qualified to handle the various subjects. However, in the central high school the number of pupils will be such as to warrant a faculty that will permit of specialists in the different subjects. For example, the present study shows there are an average of over fifteen teachers to each central high school, and the future schools will likely have more, since the present tendency is to build larger schools. Hence the central high school will make it possible to have specialized teachers, a thing which can hardly be done in the smaller schools.

Teacher economy. A survey made by the National Catholic Welfare Conference in 1924 lists 185,098 pupils in Catholic secondary schools. There are in these schools 11,910 teachers, of whom 1,498 are lay teachers. This gives an average of 15.5 pupils to each teacher. In view of the fact that some schools are overcrowded and individual teachers have well over thirty pupils in the class, it is evident that there must be other schools in which there are less than the average of fifteen pupils to the teacher. Since thirty pupils is usually laid down as the maximum for each class, we may consider a class of this size to represent the utilization of full teacher effort. Hence at the present time we are securing about fifty per cent of our teaching potentiality.

We cannot hope, nor would it be desirable, to attain one hundred per cent efficiency in this matter. There are cases where the loss in teaching effort is unavoidable. Consider, for example, the academy or high school which is the only Catholic secondary school in the community. It could easily handle more pupils, but they are not available. In such a case we must be content with a certain amount of lost energy, if the pupils of the community are not to be deprived of a Catholic education. But on the other hand we can hope to better the fifty per cent results we are now securing. The central high schools proves it. As against an aver-

age of 15.5 pupils to the teacher for all Catholic secondary schools, the thirty-five central high schools here studied, have 23.8 pupils. It stands to reason that by concentrating pupils and teachers in one school rather than having them scattered throughout a number of small schools, there will be less wastage in teacher effort. Hence the teacher problem for our Catholic schools is not only one of securing more teachers, but also of using to better advantage those we already have.

Enlarged curriculum. If the Catholic high school is to meet the needs of the pupil it cannot restrict itself to the classical course. There must be a differentiation in courses to make allowance for individual needs and tastes. Just how far the Catholic high school should go in this matter is another question that does not concern us here. The point to be brought out at present is that the central high school, by reason of its larger faculty and more ample equipment, is in a position to offer a variety of courses which the smaller high school could not hope to present.

Accreditization. It has been shown that thirty-one out of the thirty-five central high schools are fully accredited. From this point of view the central high school possesses an advantage over the parish high school. While some of the latter schools are able to meet these requirements, others are not. But the central high school by reason of its larger equipment and resources can more readily fulfill the necessary conditions.

Social value. There are certain socializing values to the central high school which cannot be overlooked. Bishop McDevitt on one occasion pointed out some of them, when, speaking on the subject, he said:

> "It unconsciously counteracts the intolerance and narrowness which appear in the views of those whose whole education has been attained in the one restricted environment. By bringing into closer relationships groups of pupils from different parishes, and by exercising, therefore, an educational influence in the formation of character, it aids in preparing Catholic boys and girls for the more exacting trials which are met in the wider experiences of their chosen calling." . . "It radiates a unifying force which is lamentably weak among Catholics, in all questions except the one — religion."[2]

Anent this latter point, Rev. Joseph L. O'Brien, rector of the Bishop England High School, Charleston, S. C., says in returning his questionnaire:

> "This school has filled a great need in unifying the Catholic life of this city — it has brought together the young people from different parishes during their school years and now we have a generation of young Catholics who know each other. This was not true of Charleston in the past."

Rev. William Schmitt, principal of Elder High School, Cincinnati, Ohio, also expressed a similar opinion:

> "The socializing influences of the central high school as compared with the parish high school, appear to me to be a big feature in the education of our Catholic boys and girls. Parish life is the center of our Catholic organization; yet to an observer, it is evident that there are many features in parish life that tend to narrow and circumscribe Catholic influence and the opportunities of our Catholic people. A central Catholic high school, without destroying parish control and influence on the boy and girl, will tend to enlarge not only his opportunities but to widen vision, interest and influence and lead to a greater bond of unity and cooperation between the members of the various parishes."[3]

Attitude of college authorities. One factor which will influence the spread of the central high school, but inversely from what it would have done a few years ago, is the attitude of college authorities. Ten or fifteen years ago a certain amount of opposition to this plan was voiced by college authorities.

The opposition came, not because the central high school represented a combination of parish high schools, but because it meant a high school separate from the college. Their desire naturally was to keep the high school as much as possible in connection with the college, as a preparatory department and feeder to the college. By means of this organic union, they claimed a greater strength for our Catholic educational system, with a better hope of keeping Catholic pupils within the system.

Today the tendency is to separate the high school from the college. If for no other reason it is being forced by the pressure of standardizing agencies. Hence the movement to establish cen-

tral high schools will not meet with disfavor on the part of college authorities. On the contrary many will welcome it. There are colleges, with preparatory departments, that desire to confine themselves to collegiate work. But at times this cannot be done until provision is made for the high school pupils. Hence they would welcome the central high school, as relieving what has become an undesirable situation.

While endeavoring to bring out the advantages of the central high school we have no desire to overlook arguments that may be brought against it. The charge has been made that when the pupils enter the central high school there is a perceptible weakening in the bonds uniting them to their respective parishes. Pastors have complained that such pupils are apt to take less interest in the various sodalities and societies and to a greater or less extent lose contact with parish life.

When the present study was begun this phase of the question did not come to mind, hence no provision was made for obtaining definite information on the subject. However, during the course of the study several instances were encountered where this complaint was made. To what extent it occurs, the writer cannot say. But since it occurred in some cases it is well to call attention to it. It is only reasonable to suppose that the individual parish high school is more suitable to fostering a closer relation between the pupil and his parish. This one advantage, however, cannot outweigh all the others in favor of the central high school. It remains a question to be solved by the pastors of the individual parishes. Our purpose here has been merely to call attention to it.

It may be well to recall that in the chapter on religious instruction certain phases of the subject were apparently neglected. For example, only seven schools required any attendance at Mass on week days. Eleven schools reported that no provision was made for spiritual retreats. In accounting for this fact it is likely the school authorities believe if these are taken over by the school the pupil may tend to lose contact with the parish. In their desire to make the pupil look to the parish as the center of his religious life these features are not assumed by the school. That this is the motive in all cases we cannot say. That it is the motive in some cases, there cannot be any doubt, since it was specifically stated. Attention is called to this question so that the central high school may not be unjustly censured for neglecting the religious training of the pupils.

The arguments already considered have been in favor of the central high school as opposed to the parish high school. It is true that some of the reasons advanced against the latter will be equally applicable to the private high school and academy, especially if they are small schools with a limited student body. But the purpose here has been principally to develop, the case of the central high school as against the parish school. The one outstanding conclusion to which the writer has been forced by a study of the question is that when any community with more than one parish desires to provide secondary Catholic educational facilities, it should do so by means of the central high school rather than individual parish high schools.

In attempting to carry out such a plan, naturally many practical problems will arise. Let us consider one or two of them. Take the case of a community which desires to build a central high school, but wherein one or two of the parishes already have high schools. Should such parishes be made to close their high schools in favor of the central school? A categorical answer cannot be given to this question, since local factors must be taken into consideration. If the parish school is giving but one or two years of high school work, and occupies the same building as the grades, the closing of such a school in favor of the central high school ordinarily would not work a hardship on the parish. However, if the parish high school has its own building, with a complete four year course, it may be a real hardship, if not injustice, to force the parish to close such a school and duplicate its effort by contributing to the central school. Although it is highly desirable that all the parishes in a community cooperate to support the central high school, when a parish already has a complete high school of its own in operation, no general rule can be laid down for dealing with such situation. They must be handled individually, taking particular circumstances into consideration.

We may likewise consider another case of frequent occurence. Let us take the situation where there are a number of parishes, but neither a central, nor a complete parish high school. However, there is a parish large enough to build and maintain its own parish high school. Should it be permitted to do so? Apart from a case where local conditions are unique and demand special treatment, we think it would be a serious mistake for the one parish to build its own school, and leave the other parishes to cooperate in the construction of a central high school. Especially is this true if the neighboring parishes are small or medium-sized,

as may happen when a number of parishes are formed from a mother church. In such a case the large parish should be the nucleus around which the central high school should be built. This does not mean that the central high school should be in connection with this one parish, or that the parish should have an undue influence in the control of the school. It simply implies that from the financial point of view, as well as the number of pupils it could send, the large parish would give solidarity to the school and assure its success. Furthermore, if the one parish built its own school, difficulties would likely be encountered later on when it came to erect the central high school. Such a parish would feel itself free from any obligation of contributing to the central high school, although it may be said with certainty if the central high school were once established, some pupils from the parish would desire to attend the central high school.

Bishop McDevitt has pointed out one weakness of the parish high school which it is well to keep in mind:

> "Unusually a parish high school owes its existence to the zeal and educational activity of a particular pastor. The school may fulfill its work as long as the living personality dominates its life. But there is always a reasonable fear that when the man who creates a parish high school dies or changes his pastorate, the high school will languish and gradually disappear. Thus, the energy, time and money which were expended in the individual high school, instead of being conserved and made contributary to the progressive growth of the school system, becomes a passing, transient force. It is self-evident that real progress in our school system is out of the question if an important part of it, such as the high school department, endures and disappears as individuals come and go."[4]

Conclusion. As a result of this study of the central Catholic high school the writer has come to some definite conclusions. Realizing that a wide diversity of opinion prevails upon many points connected with this subject, and without intending to give a final answer to these various questions, the following conclusions are offered for what they are worth. They are given in the belief that they are for the best interest of Catholic secondary education.

1. A central high school should be built in preference to individual parish high schools. In many cases small high schools and academies could be consolidated into a central high school, with a distinct advantage to Catholic education.

2. If at all possible keep the central high school free from any one parish. On apriori grounds it can easily be forseen that such an arrangement will in many respects be unsatisfactory. There is sufficient evidence from experience to show that such apprehension is not unfounded. The limited data of this study, but confirmed by a number of cases not included herein, show that individual parishes will more readily support the school which is separated from any particular parish.

3. One outstanding fact is the lack of uniformity in methods used to finance the school. In some cases there seems to be a lack of any definite policy so far as the diocese is concerned, and the financing of the school is more or less of a haphazard affair. In other cases an effort is being made to work out some kind of a definite system. As yet no comprehensive study of the financing of the central high school has been made. Hence we cannot say that any one plan has proved itself by actual experience to be definitely superior to the rest, and to warrant recommendation. We must await the result of further study based on broader experience and more ample data. As mentioned earlier in the chapter the sixth plan described appears to the writer to be as good as any, and perhaps the best yet evolved, but it cannot as yet be said to have proved itself such by actual practice.

In the matter of financing the central high school two recommendations may be made. One is that the diocese adopt some definite policy. It may not be possible to pick out the best plan, but at least some definite method is better than none at all. And from data received it seems that in some cases the financing of the high school is largely a matter of chance.

The other recommendation is that for the maintenance of the school a straight assessment based on the number of pupils the parish sends to the central high school should not be adopted. Among other objections the main one is that it offers an opportunity of discouraging attendance at the high school, as a means of saving parish funds. This frustrates the very purpose of the school. Experience shows that this method does in some cases have this very result.

4. In choosing a site for the school the size of the grounds, its freedom from noise, dust, dampness, etc., should be taken into consideration, as well as its accessibility. If a school is located in the suburban districts it must to some extent be near an artery of travel, but not necessarily on a main thoroughfare. It is the view of educational experts, and confirmed by the opinion of the majority who expressed themselves on this point in the present study, that access to means of transportation can be sacrificed to some extent in order to secure an otherwise desirable piece of ground. Ample grounds should be secured in the very beginning, which will take care of present and future needs. It is better to have too much than too little.

5. An architect who is familiar with the requirements of a modern school building should be employed. One may be very competent in other lines of architecture but be unable to construct a really satisfactory school building. This is a specialized field and the ordinary architect is not acquainted with the requirements. This fact cannot be over-emphasized. And even though an architect be employed who is familiar with school construction, it is advisable to have the plans gone over by persons who are actually engaged in school work. Better yet if those persons are the ones who are to use the building, for they are more likely to be familiar with the needs of the particular school.

6. An auditorium, gymnasium and cafeteria should be included in the building. If a separate auditorium and gymnasium cannot be had these may be combined into one. For the different ways of doing this the books referred to in Chapter IV, footnote, may be consulted.

7. An endeavor should be made to adjust the curriculum to meet the needs of the pupils. Not only should general educational objectives be kept in mind, but also local industrial and commercial conditions. The differences in mental ability and natural inclinations, together with the fact that after they leave school the pupils are going to follow different courses, makes it impossible for any one course to meet the needs of all the pupils in a high school.

The problem of vocational guidance is a difficult one. But some effort should be made to help the pupil find out in a general sort of a way at least, the field of endeavor in which the individual talent and inclination would seem to warrant success.

Extra-curricular activities within reasonable limits should form a part of the school program. They allow the pupil to express itself along those lines to which it is more naturally inclined. This not only develops initiative but gives the pupil an opportunity of cultivating any special talent the pupil may have. This cannot so well be attained in the formal class lessons.

8. It is well to have the school recognized by some accrediting agency. Unless this is done the pupil who leaves the school, whether to enter another high school or college or other line of work for which high school recognition is needed, is at a distinct disadvantage. And if we are to command our Catholic pupils to attend Catholic schools they are entitled to recognition for their work. Furthermore recognition by some agency will serve to keep the school itself up to a high standard.

(1) Proceedings Cath. Ed. Assn. 1914, p. 290.
(2) Report Supt. Parish Schools, Philadelphia, 1915-1916, p. 8.
(3) Letter to the writer.
(4) Report Supt. Parish Schools, Philadelphia, 1915-1916, p. 10.

APPENDIX A

LIST OF CENTRAL CATHOLIC HIGH SCHOOLS

The following central Catholic high schools are known to have been established and in operation during the school year 1924-1925, during which year this survey was made:

ARCHDIOCESE	SCHOOL
CHICAGO	Alvernia High School, Chicago, Ill.
	Josephinum High School, Chicago, Ill.
	Mallinckrodt High School, Wilmette, Ill.
	Mercy High School, Chicago, Ill.
	Providence High School, Chicago, Ill.
	Visitation High School, Chicago, Ill.
CINCINNATI	Catholic High School for Boys', Hamilton, Ohio.
	Elder High School, Cincinnati, Ohio.
NEW YORK	Regis High School, New York City.
	St. Peter's Boys' High School, New Brighton, Staten Island, New York City.
PHILADELPHIA	John W. Hallahan Catholic Girls' High School, Philadelphia, Penn.
	Roman Catholic High School, Philadelphia, Penn.
	The West Philadelphia Catholic High School, Philadelphia, Penn.
ST. LOUIS	Rosati-Kain Catholic Girls' High School, St. Louis, Mo.
	William Cullen McBride High School, St. Louis, Mo.
DIOCESE	SCHOOL
ALBANY	Central Catholic High School, Troy, N. Y.
ALTOONA	Central Catholic High School, Johnstown, Penn.
	Diocesan Catholic High School, Altoona, Penn.

CHARLESTON	Bishop England High School, Charleston, S. C.
CLEVELAND	Cathedral Latin School, Cleveland, Ohio. Girls' Catholic High School, Cleveland, Ohio.
DULUTH	Cathedral High School for Boys', Duluth, Minn. Cathedral High School for Girls', Duluth, Minn.
ERIE	Cathedral Preparatory School for Boys', Erie, Penn.
FORT WAYNE	Catholic Central High School of Lake County, East Chicago, Ind. Central Catholic High School, Fort Wayne, Ind.
GRAND RAPIDS	Central Catholic High School for Boys', Grand Rapids, Mich. Central Catholic High School for Girls', Grand Rapids, Mich.
HARRISBURG	Catholic High School, Harrisburg, Penn.
HELENA	Boys' Central High School, Butte, Mont.
INDIANAPOLIS	Boys' High School, Vincennes, Ind. Cathedral High School, Indianapolis, Ind. Catholic High School, Washington, Ind. Reitz Memorial High School, Evansville, Ind.
LEAVENWORTH	Catholic High School, Kansas City, Kan. Catholic High School, Topeka, Kan. Immaculta High School, Leavenworth, Kan.
LOS ANGELES and SAN DIEGO	Los Angeles Catholic Girls' High School, Los Angeles, Cal.
PORTLAND	Catholic High School for Boys', Portland, Maine. Catholic High School for Girls', Portland, Maine.

PROVIDENCE	De La Salle Academy, Newport, R. I.
	La Salle Academy, Providence, R. I.
	Mt. St. Charles Academy, Woonsocket, R. I.
	St. Raphael Academy, Pawtucket, R. I.
ROCKFORD	Catholic High School, Stirling, Ill.
	St. Thomas High School, Rockford, Ill.
SEATTLE	O'Dea High School, Seattle, Wash.
SALT LAKE CITY	Catholic High School, Salt Lake City, Utah.
SYRACUSE	Assumption Academy, Utica, N. Y.
TOLEDO	Central Catholic High School, Tiffin, Ohio.
	Central Catholic High School, Toledo, Ohio.
TRENTON	Camden Catholic High School, Camden, N. J.
	Holy Spirit High School, Atlantic City, N. J.
	Immaculate Conception High School, Trenton, N. J.
	SS. Philip and James High School, Phillipsburg, N. J.
	Cathedral High School, Trenton, N. J.
	St. Peter's High School, New Brunswick, N. J.
	St. Mary's High School, Perth Amboy, N. J.
	St. Mary's High School, South Amboy, N. J.
WHEELING	Central Catholic High School, Wheeling, W. Va.
WINONA	Cotter High School, Winona, Minn.

APPENDIX B

We are pleased to take this means of acknowledging the favor conferred by the following companies in furnishing estimates as to the cost of equipping laboratories:

Equipment

Eimer and Amend, Third Avenue, 18th to 19th St., New York, N. Y.

Chicago Apparatus Co., 701-707 W. Washington Blvd., Chicago, Ill.

Central Scientific Co., 460 East Ohio St., Chicago, Ill.

Schaar and Company, 556-558 W. Jackson Blvd., Chicago, Ill.

Furniture

Kewaunee Mfg. Co., Kewaunee, Wis.

Leonard Peterson and Co., 1222-1234 Fullerton Ave., Chicago, Ill.

Furniture and Equipment

W. M. Welch Manufacturing Co., 1516 Orleans St., Chicago, Ill.

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VITA

Rev. Carl J. Ryan was born August 6, 1893 at Dayton, Ohio. His elementary studies were pursued at Holy Angels parochial school in that city. His high school and college courses were made at the University of Dayton, (then St. Mary's College), from which institution he received the degree A.B. in 1916. The fall of the same year he entered Mt. St. Mary's Seminary of the West, Cincinnati, Ohio. He was ordained to the priesthood May 7, 1922. From August, 1922 until October, 1923 he served as assistant pastor of Holy Angels Church, Cincinnati, Ohio. In October, 1923 he entered the Graduate School of the Catholic University of America. His major subject was Education under Dr. Johnson, and the minor subjects The Philosophy of St. Thomas, under Dr. Smith, O.P. and Psychology under Dr. Pace. To all who assisted him in his work and especially in the preparation of this dissertation he wishes to express his sincere gratitude.

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